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A PUBLIC SAFETY HIGH SCHOOL INTERNSHIP PROGRAM
FOR RIVERSIDE COMMUNITY COLLEGE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Career and Technical Education

by
Martin Medina

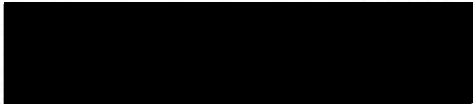
June 2002

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June 2002

Approved by:


Joseph A. Scarcella, Ph.D., First Reader

2/19/02
Date


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ABSTRACT

We have a serious youth problem in our society and we need to deal with it immediately. The youths of today seem to be more aggressive and violent as evident by youth crime trends. Youth violence has become an all too familiar newspaper heading. Public safety organizations, secondary schools, and higher education institutions have to come together to create partnerships in order to create meaningful youth programs that will help address this problem.

The purpose of this thesis was to address the need to develop a public safety internship academy program for high school students and or at risk youths who may have a desire to enter or explore careers in public safety. Many students dream of pursuing a career in public safety but lack the knowledge or skills to realize their dream.

The focus of the study was to design and implement a four module internship program for high school students. The program goals were to give students the skills, knowledge, training, and discipline to pursue a career in public safety.

ACKNOWLEDGMENTS

I would first like to thank my beautiful wife, Iliana (Baby), my two lovely daughters Jazmin (Jazzy) and Monique (Cookie) for their support, dedication, and their unconditional love and understanding throughout the program. I could not have done it without them. Thank you for hanging in there and putting up with me.

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CHAPTER ONE

BACKGROUND

Introduction

The content of Chapter One presents an overview of the project. The contexts of the problem are discussed followed by the purpose, significance of the project, and assumptions. Next, the limitations and delimitations that apply to the project are reviewed. Finally, definitions of terms are presented.

Context of the Problem

The context of the problem was to address the need to develop a public safety internship academy program for high school students and or at risk youths who may have a desire to enter or explore careers in public safety. Many students dream of pursuing a career in public safety but lack the knowledge or skills to realize their dream. In addition, these youths turn to gangs and drugs because there is a lack of supportive programs that engage and challenge students to succeed. Many programs take the "shot gun" approach and try to address every youth problem by implementing quick fix programs that only bandage the real issue. Quick fix programs fail to address student

needs and or interests. Programs have to meet the needs of students in order to be effective and productive.

Purpose of the Project

The purpose of the project was to develop a public safety internship academy program for high school students. This program focused and provides training in three areas of public safety; administration of justice, corrections, and fire technology. This program provides each student with basic skills and knowledge necessary to pursue a career in public safety. In addition, the program will give students who have little or no desire of pursuing a career in public safety the opportunity to explore occupations in this field.

Significance of the Project

More and more teens are turning to violence due to the lack of adequate after school programs. There seems to be a lack of counseling and or guidance specifically for public safety occupations at the high school level. This program is not designed to prepare students for entry-level employment in public safety occupations after graduating from the program however, the program will provide necessary information, basic training and a broad overview of public safety careers. This program will

provide and give students an overview of law enforcement, corrections, and fire services. Upon completion of this program, students will have the basic tools and knowledge to pursue a career in public safety.

Assumptions

The following assumptions were made regarding the project:

1. It was assumed that every student who started the internship program will complete the two-year academy program.
2. It was assumed that parents would support their child throughout the program by providing transportation.

Limitations and Delimitations

During the development of the project, a number of limitations and delimitations were noted. These limitations and delimitations are presented in the next section.

Limitations

The following limitations apply to the project:

1. This program was developed for Riverside Community College.

2. This program was limited to only currently enrolled 11th and 12th graders who lived and attended a high school within Riverside County and are served by Riverside Community College District with permission from their high school official.

Delimitations

The following delimitations apply to the project:

1. This program is instrumental to other educational institutions (i.e., school districts, community colleges, public safety, law enforcement, fire services, etc.).

Definition of Terms

The following terms are defined as they apply to the project.

ADJ - Administration of Justice (Riverside Community College Catalog, 2000).

Adolescents - Are between the ages of 12-19 (Ellickson & McGuigan, 2000).

Intern - An Advanced student or a recent graduate undergoing supervised practical training (The American Heritage College, 1997).

LASD - Los Angeles County Sheriff's Department (Los Angeles County Sheriff's Department, n.d.).

Partnership - Means a type of business organization owned by two or more persons who have, by contract, agreed on the amount of their proportionate ownership in the business, as well as the profits or liabilities accruing from it (as cited in Scarcella, 2001).

Prevocational Education - Means programs, services, or activities designed to provide youth and adults with orientation, guidance, exploration, and instruction to assist them in making meaningful career decisions and planning an appropriate vocational program (as cited in Scarcella, 2001).

Public Safety Internship Program - A program for high school students that focuses in administration of justice, corrections, and fire technology (Riverside Community College Course Catalog, 2002).

RSD - Riverside County Sheriff's Department (Garcia).

SBSD - San Bernardino Sheriff's Department (Hernandez, 2000).

Youth - Are between the ages of 10-17 as defined by the state Criminal Justice Statistics Center (Males & Macallair, 2000).

Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the project. Chapter Four presents conclusions and recommendations drawn from the development of the project. Project references follow Chapter Four.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature which includes current youth crime trends, the effect of juvenile transfers to prison and early prevention and intervention strategies. In addition, after school program effectiveness in deterring youth violence will be discussed.

Youth Crime in the 21st Century

The degree of youth violence seems to be increasing in the 21st century. It has become all too familiar to read the newspaper or hear news reports that yet another school tragedy has occurred in one of many local schools. After school programs may be one of the solutions but not the only answer. Prevention and intervention programs should offer a multitude of options. In addition, there should not be a "cookie cutter" approach to programs set up throughout a region, as each program needs to be specifically tailored to meet the needs of each community as communities are as individuals as those who live in them. Research in the prevention of school violence has

shown that development of comprehensive school safety plans based upon local student needs is a key component in reducing youth violence (Cunningham, 2000).

The relationship between juveniles and the police can be described as a love and hate relationship. According to Taylor and Fritsch (2001), the police are often viewed by juveniles as saviors when the juvenile is the victim of a crime. However, when the juvenile is the offender or is creating a problem, juveniles tend to view the police as harassing them or creating problems in their lives.

According to Taylor and Fritsch, several factors influence a juvenile's perception of police including race, income and where they live. Juveniles who live in urban areas tend to have a more negative view of the police than those who live in suburban or rural areas.

Crime Trends

Many professionals in the criminal justice system and in the political arena predicted that the youth of today is prone to committing more violent crimes and that the crime rate would only increase with time (Males & Macallair, 2000). These predictions were made after an increase of serious crimes committed by youth between 1984 and 1991. During this time, homicide rates among youths tripled and overall violent crime rates doubled. Males and

Macallair (2000) also reported that the area in which youths live is a contributing factor in whether they will be more prone to committing crimes.

A study conducted by Lotke and Schiraldi (1996) concluded that juvenile homicides are highly site-specific. Los Angeles, New York, Chicago, and Detroit have 3.7 million juveniles, just 5.3% of the juvenile's nationwide. These four cities account for nearly a third of the juvenile homicide arrests. According to Lotke and Schiraldi (1996), 82% of the counties in the country had no known juvenile homicides in 1994. This confirms that crimes committed by juveniles were site specific in 1994. As a result of these violent juveniles, the rest of the law-abiding juveniles in this country are going to be subject to federal and state legislation (1996).

Juvenile Arrest Rates

Violent crimes committed by juveniles increased significantly from 1965 to 1992. The juvenile arrests rate for violent crimes tripled during this same time (Lotke & Shiraldi, 1996). Crime rose from 50 per 100,000 citizens to over 150 per 100,000. The overall adult arrests for violent crimes also increased in parallel to juvenile crime with 81% of the arrestees being over 18 years of age.

Criminologists have long assumed that crime rates are directly related to demographics. For example, conservative theorist James Q. Wilson (1975) states "a critical mass of younger persons...creates an explosive increase in the amount of crime." This assumption was the premise of recent studies by such individuals as Princeton University Professor of Politics John Dilulio, Northern University School of Criminal Justice Dean (and U.S. Bureau of Justice Statistics consultant) James Alan Fox, and U.S. Attorney General Janet Reno, which warned of a "coming teenage crime storm" resulting from the rising youth population and greater tendencies of modern youth. (Males & Macallair, 2000)

According to Snider (1992), juveniles accounted for 16% of all arrests in 1992. Over a five-year period from 1988 to 1992, the number of juvenile murder arrests increased by 51%, compared to a 9% increase in the number of adult arrests for murder. The number of juvenile arrests for forcible rape increased by 17%, while adult arrests increased by only 3%. Additionally, juvenile robbery arrests increased by 50% compared to a 13% increase for adults.

Juveniles and Guns

Many young teenagers are becoming more and more familiar with firearms. Juvenile homicides over the past ten years have increased and can be linked to the use of a firearm (Males & Macallair, 2000). Juvenile crime started to change for the worse in 1987. Homicides with a firearm committed by juveniles increased dramatically while the

number of non-firearm homicides stayed steady or decreased. In 1991, nearly 80% of the youth homicides were committed with a firearm. Blum, Beuhring, and Shew (2000) reported that both Black and Hispanic adolescents were more likely to report weapon-related violence than were White youths. According to a 1996 report of the Coordination Council of Juvenile Justice and Delinquency Prevention:

- In 1990, one in 20 high school students reported carrying a firearm during the previous 30 days.
- Teenage boys are more likely to die from gunshot wounds than all natural causes combined.
- Homicides involving firearms has been the leading cause of death for black males between ages 15 to 19 since 1969 and that rate more than doubled between 1979 and 1989.
- Firearm-related death is the second leading cause of injury-related death in the U.S. In California, firearm deaths became the number one cause of death for juveniles in 1991.

Youth Detentions and Arrests

According to Males and Macallair (2000), in San Francisco from 1992 to 1999, young African-Americans detentions rose from 49% to 51% and Hispanic youth

detentions rose from 16% to 17%. Meanwhile, white youth detainees fell from 17% to 12% for the same time period. In California, violent crimes have increased among all age groups. Surprisingly, youths show the smallest increase, young adults show a moderate increase while adults age 30 and older show a major increase. Violent crimes committed by Caucasian youth remain stable while adult violence rates rise faster than any other group. Violent crimes arrests among Black youths are now lower than they were in the 1970s. Homicides committed by white teenagers are about 50% lower today than they were in the mid-1970s and resemble those of adult murder rates. Among Black, Latino, and Asian, youth murder rates show sharp increases in the 1980s and early 1990s. In San Francisco, detention bookings for non-white youths rose from 83% to 88% from 1992 to 1999.

Transferring Juveniles to Prison

According to the San Francisco report conducted by Macallair and Males (1992), pouring money into youth programs is not the answer in reducing youth violence. Macallair and Males (1992) found that instead of new programs helping at-risk youth in the San Francisco area, low-risk youths were being detained and confined without merit more so now than when the reforms began. Lower-risk

youths were being processed in the criminal justice system that under normal circumstances would not be processed. This practice is known as net-widening. Lotke and Schiraldi (1996) suggest that transferring youth to adult institutions does not reduce recidivism. Youth who were transferred to an adult institution in Florida had a 30% more likelihood of re-offending than youths who stayed in the juvenile system.

Many states are transferring youth offenders to adult court for prosecution. In the past 6 years, 43 states have instituted legislation facilitating the transfer of youths to adult court (Males & Macallair, 2000). Does transferring juveniles to adult courts deter them from committing crimes? No, it does not. According to Lotke and Shiraldi (1996), some states have high transfer and high juvenile homicides; some have low transfer and low juvenile homicides; yet others have high transfer and low juvenile homicides or low transfer and high juvenile homicides.

Research by Bilchik (1995) shows the number of juveniles admitted to state custody in the nation during 1993 was 53,273, and the number of releases was 49,431. Ninety percent of the admissions were males, and 46% of

those admitted were Black youths. Thirty-six percent were white and 14% were Hispanic.

Bishop, Frazier, Lanza-Kaduce, and White (1999) reported many studies indicate that transfer practices do not effectively target serious, violent, and chronic juvenile offenders, but such conclusions may be premature given the lack of information about significant case details. According to Finley and Schindler (1999), even though less than one-half of one percent of juveniles in the United States are arrested for violent offenses in an average year, more than forty states have changed their laws to allow increased prosecution of juveniles in adult criminal court. The states have done this in a variety of ways:

- By increasing the number of offenses for which juveniles can be transferred to adult court after a judicial hearing.
- By lowering the age at which juveniles can be transferred.
- By designating certain offenses for which juveniles are automatically prosecuted in adult court.
- By saying that for some offenses there is a presumption that the juvenile should be

prosecuted in adult court, but the juvenile can try to prove that he is amenable to treatment, and get waived into juvenile court.

- By giving prosecutors the authority to decide in individual cases whether young people should be charged in juvenile court or adult court.

These legislative changes are taking place despite clear evidence that more punitive approaches do not reduce crime. According to Finley and Schindler (1999), empirical data from Florida, New York, and New Jersey indicates that juveniles sent to the adult system are significantly more likely to be rearrested than those kept in juvenile court, commit new offenses sooner, and commit more serious offenses than juveniles kept in juvenile court. In 1995, Florida prosecutors sent 7,000 youths to adult criminal court while 9,700 cases were waived by judges nationwide.

Youths detained in an adult facility are put in a very dangerous situation. According to Finley and Schindler (1999), a 1997-1998 survey of state adult correctional systems conducted by Amnesty International found that 40 states reported housing children in the general adult population. The report also found that youths who are placed in an adult prison facility are five times more likely to be sexually assaulted, twice as

likely to be beaten by staff, and 50% more likely to be attacked with a weapon, and eight times more likely to commit suicide than youths confined in a juvenile facility.

According to Steinberg and Cauffman (1999), most reasonable people agree that a small number of young offenders should be transferred to the adult prison systems because they pose a severe danger to the public in general.

Steinberg and Cauffman (1999) reports that transferring juveniles to criminal court for prosecution has three implications that need to be considered in discussions about whether they should be tried as adults. First, transferring a juvenile to adult court alters the legal process by which a minor is tried. Criminal court is based on an adversarial model, while juvenile court is based, at least in theory, a more cooperative model. Second, the legal standards applied in adult courts are different. Finally, the choice of trying a young offender in adult vs. juvenile court determines the possible outcome of the adjudication. In adult court, the outcome of being found guilty of a serious crime is nearly always some sort of punishment. In juvenile court, the outcome of being found delinquent may be some sort of punishment, but

juvenile courts typically retain the option of a rehabilitative disposition. According to Stienberg and Cauffman (1999), the juvenile court operates under the presumption that offenders are immature, in three different senses of the word: Their development is incomplete; their judgment is less than mature; and their character is still developing. The adult court, in contrast, presumes that defendants are mature, competent, responsible, and unlikely to change.

Prevention and Intervention

Early prevention and intervention is paramount in deterring youth violence. According to Ellickson and McGuigan (2000), there should be mechanisms in place for detecting and intervening when students who are academically deficient are identified, as they seem to have a higher propensity rate for committing youth violence. At any time and at any place violence can erupt when we least expect it. When it does occur, parents always say "I never thought it could happen here" (Hochstein, 2001). Students who seem to be more likely to be at risk of committing violent crimes are those whose status is disrupted by desegregation (Blodgett, 1975). According to Brownstein (2000), race and class matters because our status will

depend on whether other people will view us as being capable of committing certain crimes. In addition, taking a shot gun approach and trying to bandage each incident that occurs is not going to solve the problem neither. In order to create effective programs, we need to have empirical data because a boilerplate program will not work for all troubled youths (Flannery, 1999).

Alternative Training Programs

A successful vocational training program for high-risk youth and juvenile offenders sponsored by the Home Builders Institute (HBI) is addressing youth crime and unemployment and helping reduce recidivism (Hamilton & McKinney, 1999). The program provides youths with social, personal, and vocational skills and employment opportunities to help them achieve success and avoid involvement in criminal activity.

According to Hamilton and McKinney (1999), this project is called the "Community Restoration and Apprenticeship Focused Training" program or CRAFT. CRAFT was started in 1994 by HBI in Bismarck, ND; Nashville, TN; and Sabillasville, MD with a grant from the U.S. Department of Labor. The success of the program in helping youths has caused this project to be replicated in five

other sites in Florida (Avon Park, Daytona Beach, Fort Lauderdale, Lantana, and Orlando) with funding from the Florida Department of Juvenile Justice. In the state of Texas, the project is being sponsored by the Texas Youth Commission.

As stated by Hamilton and McKinney (1999), project CRAFT provides pre-apprenticeship training and job placement in the home building industry and related occupations for adjudicated youths referred to the program by their State Department of Juvenile Justice. Students receive 840 hours of hands-on training and classroom instruction in the use of tools, safety, work habits, and trades related mathematics. Students must master several skills before they are eligible for graduation and job placement. A Project CRAFT journey-level instructor who also doubles as a mentor evaluates the student's performance on a weekly basis. Students receive a certificate that is industry-validated and long-term follow up services when they graduate from the program.

Public Safety Youth Training Models

Riverside County Sheriff's Department Explorer Academy

The Riverside County Sheriff's Department has an Explorer training programs like many law enforcement agencies across the county. Deputy Oscar Garcia coordinates the Explorer Academy for the Riverside Sheriff's Department. He stated that the Explorer Academy is a successful youth academy that allows young adults the opportunity to see what police work is all about. Deputy Garcia also said in this personal interview that his explorers learn how to conduct traffic stops, building searches, crime scene investigations, traffic accident investigations and give basic first aid. Deputy Garcia further stated that the Explorer Academy is a weeklong, 40-hour live-in academy that teaches young adults many aspects of police work. Deputy Garcia also said that his explorer academy has "saved" many students from getting involved in gangs or other criminal activity.

San Bernardino County Sheriff's Department Internship Academy

San Bernardino County Sheriff's Department (SBSD) has an internship program for high school students that is geared more towards law enforcement. As stated by

Hernandez (2000), SBSD started their high school internship program because they noticed a shortage of qualified applicants applying for Deputy Sheriff Trainee positions in San Bernardino County. Deficiencies noted in applicants were weakness in writing and literary skills. In addition, some of their applicants were being disqualified during the back ground investigation phase for prior narcotic use and or involvement in criminal activity. Hernandez further stated that as of April 2000, only four percent of the applicants for Sheriff Trainee in San Bernardino County could qualify for a position due to their negative background checks.

In order to address these deficiencies, San Bernardino County Sheriff's Department formed a partnership with Rialto High School and San Bernardino Valley College and developed public safety internship program. Upon completion of their program, high school students would be directed toward college and recruited for a part time paid internship position with San Bernardino County Sheriff's Department. Once these interns reached 21 years of age, they would be eligible to apply for a law enforcement position enhancing the quality of applicant pool for law enforcement. Tom Federoff coordinates the San Bernardino Sheriff's Public Safety

Internship Academy Coordinator. He stated in a personal interview on May 13, 2000, that they have graduated at total of 146 students from their internship academy since June 2001.

Los Angeles County Sheriff's Department Youth Program

The Los Angeles County Sheriff's Department seeing the need for youth programs in the community that it serves created the Sheriff's Youth Foundation (SYF) in 1985. The program was created based upon the belief that crime prevention programs focused on youth are the key to developing safer communities (Sheriff's Youth Foundation, n.d.).

The SYF has a Youth Activities League that has more than 20,000 children and teenagers participate in various activities each year. Activities are divided by age brackets and include: life guidance, educational tutoring, self-esteem building activities, recreational activities, counseling, and employment training programs (Sheriff's Youth Foundation, n.d.).

Summary

The literature important to the project was presented in Chapter Two. Based on the literature review, there are many troubled youths across the country that need help.

After school and youth programs that engage at-risk and troubled youths are one of the solutions to help solve this problem. Prevention and intervention programs should offer a multitude of options that meet community needs based on youth input.

As reported by Macallair and Males (2000), pouring money into youth programs is not going to solve the youth problem and reduce youth violence. In addition, prosecuting young offenders as adults and transferring them to adult prison institutions is not going to deter youth violence. As reported by Lotke and Schiraldi (2000), transferring youths to adult institutions is not going to reduce recidivism as believed. On the contrary, 30% of the juveniles transferred to adult institutions in Florida were more likely of re-offending than those youths who stayed in the juvenile system.

In order to address the problem, educational institutions and public safety organizations have to come together and form a partnership in order to develop meaningful training programs for youths.

CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the steps used in developing the project. Specifically, the population served was discussed. Next, the curriculum development process structure and content validation was presented. The chapter concludes with a summary.

Population Served

Population Served

This two year project was developed for high school students who are in the 11th or 12th grade level at the start of each school year in September and have a desired to enter or explore a public safety career. In the event a student joins the program at the start of his 12th grade, that student is given the option to return and complete the second year at his own expense. Currently, the cost per unit at Riverside Community College is \$11.00 per unit plus a \$10.00 health fee.

Public safety careers include but are not limited to occupations within law enforcement, fire services and correctional institutions. Students who successfully complete the program will have the basic foundation and

skills to enter and successfully complete a regular basic training academy in law enforcement, fire services and or corrections.

Curriculum Development

The curriculum for the Public Safety Internship Academy was developed in accordance with the standards prescribed by the California Peace Officers Standards and Training, California State Fire Marshal, Riverside Community College District Curriculum Handbook and input for the Public Safety Internship Advisory Committee.

Members of the committee include representatives from Riverside Community College District, Riverside County Sheriff's Department, Riverside County Fire Department, Riverside County Office of Education, Riverside Unified School District, and Riverside County Economic Development Agency.

Curriculum Design

The curriculum is divided into four modules. ADJ Y5A is the first module and ADJ Y5B is the second module. ADJ Y5A starts in September and ends in December. ADJ Y5B starts in January and ends in June thus completing the first year of the program. Public Safety 135C is module three and Public Safety 135D is module four. Public Safety 135C starts in September and marks the start of the second

year and ends in December. Public Safety 135D starts in January and ends in June thus completing the two year program. Additionally, each module builds upon the previous module and no student can advance into the next module without successfully completing the first module.

ADJ Y5A and ADJ Y5B have been approved by the Riverside Community College Curriculum Committee and are published in the Riverside Community College Course Catalog as such. Public Safety 135C and 135D will be presented as a workshop. A workshop can only be presented twice with the approval of the Associate Vice President of Occupational Education. This allows the department to make any necessary modifications or changes to the curriculum if needed based on student and instructor evaluations.

Classes take place each Saturday excluding holidays at the Ben Clark Training Center located at 3423 Davis Ave, Riverside, CA. Class starts at 0800 hours and end at 1500 hours. Students have a half hour lunch break that varies depending on the activities for the given day.

All units earned in the program are college credit units which can be applied toward an associate degree in public safety. At the completion of ADJ Y5A and Public Safety 135C students will earn 2.5 units. Students will earn 3.5 units at the completion of Public Safety 135D.

ADJ Y5A and 135C are comprised of 49 hours of lecture and 12 hours of laboratory. ADJ Y5B and 135D are comprised of 60 hours of lecture and 33 hours of laboratory. At the completion of the two-year academy, students are awarded a certificate of completion. Each module is designed to develop the student's awareness of all facets of the Public Safety Field that include law enforcement, fire services, and corrections training. Classes covered during this two-year certificate program include Ethics and Professionalism in Law Enforcement, Tactical Communication, Community Relations, Culture Awareness and Sensitivity, Patrol Procedures, Fire Services, Weaponless Defense, Firearms Safety, Report Writing, Corrections, Career Exploration, Lifetime Fitness, and Nutrition as it relates to public safety.

Student Entrance Requirements

Students must meet the following criteria in order to be eligible to participate in the Public Safety Internship Academy:

- Each student must have the desire to enter or explore careers in public safety.
- Each student must obtain parental consent prior to enrollment.

- Each student must obtain permission from their high school counselor or designated school official and must have a cumulative grade point average of 2.0 or better at the time of enrollment.
- Each student must receive two letters of recommendation from two school officials, i.e. teacher, coach, or administrator.

Course Objectives-ADJ Y5A

Upon successful completion of ADJ Y5A, students will be able to:

- Identify legal requirements and responsibilities of the Public Safety Field, Criminal Justice System and the Fire Safety System.
- Identify in laboratory situations personal protection, fire suppression, citizen contacts, command presence, and leadership skills.
- Explain the function of community relations, cultural diversity and how they impact the Public Safety Field.
- Discuss applications of civil and criminal laws.

Course Content

- I. Registration and Orientation
- II. Ethics/Professionalism
- III. Introduction to Criminal Justice Systems
- IV. Introduction to Fire Services
- V. Introduction to Corrections
- VI. Tactical Communication
- VII. Lifetime Fitness/Nutrition

Course Objectives-ADJ Y5B

Upon successful completion of ADJ Y5B, students will be able to:

- Review the legal requirements and responsibilities of Public Safety Careers, the Criminal Justice System and the Fire Safety System.
- Demonstrate in laboratory situations, personal protection, fire suppression, citizen contacts, command presence, and leadership skills.
- Describe the function of community relations, cultural diversity and how they impact the Public Safety Field.
- Apply civil and criminal laws to scenarios.

Course Content

- I. Introduction to Criminal Justice Systems
- II. Introduction to Fire Services
- III. Introduction to Corrections
- IV. Tactical Communication
- V. Lifetime Fitness/Nutrition

Course Objectives-Public Safety 135C

Upon successful completion of Public Safety 135C, students will be able to:

- Analyze legal requirements and responsibilities of the Public Safety Field, Criminal Justice System and the Fire Safety System.
- Demonstrate in laboratory situations personal protection, fire suppression, citizen contacts, command presence, and leadership skills.
- Distinguish the function of community relations, cultural diversity and how they impact the Public Safety Field.
- Discuss applications of civil and criminal laws.

Course Content

- I. Criminal Justice Systems
- II. Street Gangs
- III. Fire Services

- IV. Public Fire Protection
- V. Corrections
- VI. Prison Gangs
- VII. Ethics/Professionalism
- VIII. Tactical Communication
- IX. Culture Diversity and Sensitivity
- X. Community Relations

Course Objectives-Public Safety 135D

Upon successful completion of Public Safety 135D, students will be able to:

- Evaluate the legal requirements and responsibilities of Public Safety Careers, the Criminal Justice System and the Fire Safety System.
- Assess in laboratory situations, personal protection, fire suppression, citizen contacts, command presence, and leadership skills.
- Compare the function of community relations, cultural diversity and how they impact the Public Safety Field.
- Apply civil and criminal laws to scenarios.

Course Content

- I. Criminal Justice Systems
- II. Fire Services
- III. Corrections
- IV. Communication
- V. Lifetime Fitness/Nutrition
- VI. Career Awareness
- VII. Culture Diversity and Sensitivity
- VIII. Community Relations

Methods of Instruction

- A. Class lectures/discussions/demonstrations
- B. Drills and pattern practices
- C. Videos/films/slides/audio tapes
- D. Pair and small group activities/discussion
- E. Class exercises
- F. Reports and papers
- G. Handouts
- H. Cooperative learning tasks
- I. Individual conferences
- J. Guest lecturers

Methods of Evaluation

Students will be evaluated for mastery of learning objectives by methods of evaluation which may include, but are not limited to: oral reports, presentations,

performances, written reports, quizzes, examinations, written assignments, class and individual projects, participation, regular attendance, laboratory projects, and examinations.

Content Validation

The purpose of the modularized curriculum design is to ensure that all students who complete each module have the basic skills, knowledge and tools to succeed in the succeeding module. Upon successful completion of the two-year program, students will have a basic understanding of all the facets in public safety. In addition, students who choose to pursue a career in public safety will have the skills, knowledge, and ability to successfully complete a regular basic training academy.

Summary

Chapter three discussed the design of the Public Safety Internship Academy and the curriculum for the two-year program. The pre-requisite requirements and course objectives for each module were discussed in detail. Finally, Topics covered in each module and the course validation for this program were outlined and discussed.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four was a presentation of the conclusions gleamed as a result of completing the project. Further, the recommendations extracted from the project are presented. Lastly, the Chapter concludes with a summary.

Conclusions

The conclusions extracted from the project follows.

1. In researching this project, there is compelling evidence based on the literature review that there is a need to engage youth in after school programs such as the Public Safety Internship Program.
2. Students who have a desire to pursue a career in public safety will benefit from the program.
3. Students completing the two-year program will enhance the hiring pool of qualified applicants for positions in public safety.
4. Public safety organizations could benefit by attracting potential future qualified applicants

by providing a paid or unpaid internships to these young adults during the summer.

5. Youth violence decreases when youths are engaged in after school programs.
6. Programs need to have community buy-in in order to be successful and meaningful to the community.
7. Youths participating in programs such as Riverside Community's Public Safety Internship Program will gain meaningful skills that will assist them in obtaining employment.

Recommendations

The recommendations resulting from the project follows.

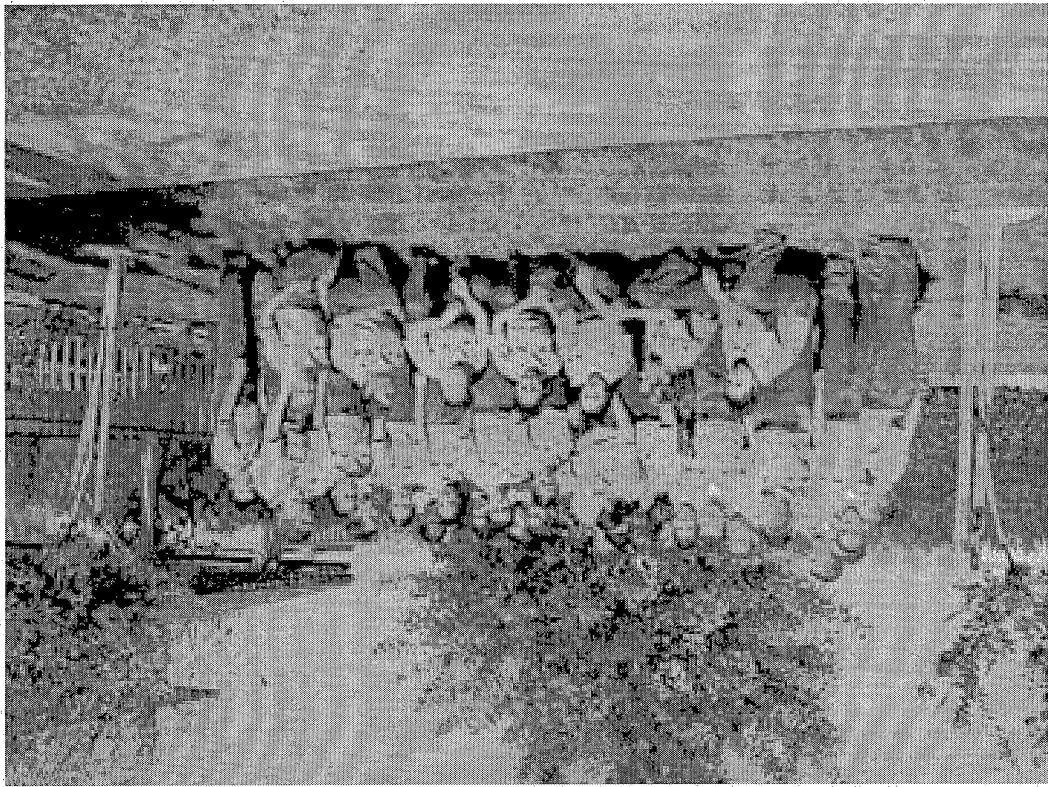
1. The curriculum developed for this program should be used as a model by other educational institutions in order to assist them in the development of a similar program that fits their needs.
2. Students participating in this program should be paired with mentors during the summer in order to provide the student hands-on experience in the desired field.

3. Students participating in local high school academies, Sheriff, Police, and or Fire Explorer academies should assist in the recruitment efforts for this program.
4. Career awareness should be a part of each module.
5. Federal and state funding should be set aside in order to help offset costs of the program.

Summary

Chapter Four reviewed the conclusions extracted from the project. Lastly, the recommendations derived from the project were presented.

APPENDIX
PUBLIC SAFETY INTERNSHIP
ACADEMY



Public Safety Internship Academy

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Riverside Community College District

Department of Public Safety Education and Training
Ben Clark Public Safety Training Center

<DATE>

«First_Name» «Last_Name»

«Job_Title»

«Address»

«City» «State» «Zip_Code»

Dear Sir or Madam:

Hello, hope you had a great holiday break. It's that time again. I would like to come out to your high school to talk to your students about our Public Safety High School Internship Academy. I would like to present and give your students the opportunity to join our exciting program first before going to the other high schools. The program is becoming very popular and we are getting inquiries from many students from various high schools.

The Public Safety High School Internship Program is a partnership between Riverside Community College, Riverside County Sheriff's Department, and the California Department of Forestry. We currently have two academy classes in session. We have the senior class in which students have been enrolled in the program for a year and a half and will graduate in June <YEAR>. We also have the junior class in which students have been enrolled in the program for half a year and will complete their first year of the two year program in June <YEAR>.

Upon completion of the two year program, students can earn at least 17 elective units which they can apply towards an associate's degree in Administration of Justice, Corrections, or Fire Technology. This program offers a great opportunity to students who are interested in a career in public safety. The program also offers fist hand knowledge and experience in public safety careers to students who have no desire to pursue a career in this field.

We meet every Saturday with the exception of holiday weekends at the Ben Clark Training Center. Our day begins at 8:00 a.m. and ends at 3:00 p.m. Students will learn about the various aspects of police, corrections and fire

technology training. Students will be given a brand new uniform and be provided with all texts for each class. During the summer, students will be encouraged to participate in a paid internship.

I will be recruiting students for our next academy which will start in September <YEAR>. I would like to come out to your high school and talk to potential currently enrolled 10th and 11th graders. Please call and schedule a date and time for me to come to your high school to present this program. I can be reached at (909) <NUMBER>. My email address is mmedina@rccd.cc.ca.us.

Sincerely,
Martin Medina, Instructor
Administration of Justice

Riverside Community College District
Department of Public Safety Education and Training

PUBLIC SAFETY INTERNSHIP ACADEMY

COURSE DESCRIPTION: This course is designed to provide high school students with the necessary knowledge and skills to enter a career in public safety. This is a two year program that will cover topics such as Gang Awareness, Ethics, Cultural Awareness, Firearms, Report Writing, Fire Suppression, and Weaponless Defense. Students who complete the program will be eligible to enter a career in the following careers however, eligibility does not guarantee employment:

- ❖ Sheriffs Correctional Deputy
- ❖ Community Service Officer
- ❖ Communication Specialist (Dispatcher)
- ❖ Fire Safety

REQUIREMENTS: Student currently enrolled in high school in the 11th or 12th grade with a minimum GPA of 2.0. Applicant must be eligible for a high school athletic program or extra curricular activity and have written consent from the high school to participate in the public safety program.

MAIL ALL FORMS TO

Riverside Community College District
Ben dark Training Center
3423 Davis Ave, Dept. G
Riverside, CA 92518
Attn: Martin Medina

I am interested in the Public Safety Internship Academy.

Student Name: _____ Age: _____

Grade: _____ School: _____

Address: _____

City: _____ Zip Code: _____

Phone Number: _____

I want to become a:

☐ Policeman/Deputy Sheriff

☐ Fireman

☐ Correctional Deputy

☐ None of the above



Riverside Community College District

Department of Public Safety Education and Training
Ben Clark Public Safety Training Center

<DATE>

Riverside Community College District
Department of Public Safety Education and Training
3423 Davis Ave, Dept. G
Riverside, CA 92518-1514

Dear Sir or Madam:

Congratulations! We would like to applaud you for being accepted into the Public Safety Internship Academy. The academy will give you an insight into the various occupations in public safety. The selection process was not easy. We received over **<NUMBER OF APPLICATIONS>** interest applications from students who expressed an interest in joining the Internship Academy.

We have scheduled an orientation for you and your parent(s). At this orientation, we will go over the program and answer any questions that you or your parent(s) may have regarding the Internship Academy. The orientation will be at 6:00 p.m. on **<DATE> <LOCATION>**. This orientation is mandatory. If you have any questions or are not able to attend, please call me at (909) 486-2855 as soon as possible.

Sincerely,

Martin Medina
Internship Academy Coordinator

Enclosures (2)

Cc: Martin Medina
Oscar Garcia

C:\My Documents\2001\Internship 002

RIVERSIDE COMMUNITY COLLEGE

Concurrent Enrollment Approval Form

Fall **Spring** _____ **Summer** _____ **20** _____ **Date of Graduation:** _____

Please Print Clearly

Name: _____
Last
First
M.I.

Social Security Number: _____ **Date of Birth:** _____

Grade Level: _____ **School of Attendance:** _____

** Riverside Community College is released from responsibility for the students' class selection*

Course(s) Recommended	
Course Name	Units
Public Safety Internship Academy	

To School Official: I certify that this student is academically qualified for the course(s). The above student is (please check) **currently attending** **not attending** classes at an accredited private or public school and has district approval to register in classes at Riverside Community College **as long as they do not conflict with school sessions.**

Counselor/Principal Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

To Parent/Guardian: I give my permission for emergency first aid and treatment for my minor child/legal ward. I also give my permission for him/her to be treated by a nurse, physician and/or mental health counselor in the Wellness/Health Centers of the Riverside Community College District.

I understand that my child intends to register in public college classes which are **not** specifically designed for students under age 18; and that Riverside Community College District accepts no responsibility for any extraordinary supervision of students under 18 years of age. Further, I accept responsibility for my child's behavior while he/she is attending Riverside Community College District class. I have read and understand the attached cover sheet.

Parent/Guardian Signature: _____ **Date:** _____

Note: Students' enrollment in the above course(s) is contingent on a) meeting prerequisite, b) course availability.



Riverside Community College District
Public Safety High School Internship Academy
3423 Davis Avenue #G • Riverside, CA 92518 • (909) 486-2855



Riverside Community College District

Public Safety High School Internship Academy

Hold Harmless Agreement

I _____ wish to attend the Riverside Community College District Public Safety High School Internship Academy at the Ben Clark Training Center. I understand that the training consists of physical conditioning activities and hands on “skills testing,” as it relates to Public Safety. The physical conditioning program consists of **rigorous physical exercise for 1 hour each meeting day, for approximately 36 weeks.**

The physical conditioning involves exercises focusing on cardiovascular endurance as well as muscular strengthening. The intensity of the various exercises is individualized to the ability of the intern and is generally increased throughout the course of the program.

Each exercise session lasts approximately 60 minutes and consists of an 8-10 minute warm-up, 30-45 minute conditioning session focusing on a primary training objective, and 3-5 minute cool-down. Physical exercises may include, but is not limited to, sit-ups, leg raises, push-ups, and ¼ to 5-mile runs, wind sprints and pull-ups.

I understand the inherent dangers of the training involved in the Public Safety High School Internship Academy. I have shown proof of medical insurance to cover any injuries that may occur as a result of my participation in the Public Safety High School Internship Academy and agree not to hold Riverside Community College or its Staff liable for any injuries that **I may sustain** during the course of program.



Riverside Community College District
Public Safety High School Internship Academy
3423 Davis Avenue #G • Riverside, CA 92518 • (909) 486-2855



I HEREBY RELEASE, DISCHARGE, AND COVENANT NOT TO SUE THE RIVERSIDE COMMUNITY COLLEGE DISTRICT, its Trustees, officers, employees, agents or volunteers, and if applicable, owners and lessors of premises on which the activity takes place FROM ALL LIABILITY, CLAIMS, DEMANDS, LOSSES, OR DAMAGES ON MY ACCOUNT CAUSED BY OR ALLEGED TO BE CAUSED IN WHOLE OR IN PART BY THE NEGLIGENCE OF THE "RELEASEES." I FURTHER AGREE, that if, despite this RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK, AND INDEMNITY AGREEMENT I, or anyone on my behalf, makes a claim against any of the Releasees, I WILL INDEMNIFY, SAVE, AND HOLD HARMLESS EACH OF THE RELEASEES from any litigation expenses, arbitration expenses, medical expenses, attorney fees, loss, liability, damage or cost which may be incurred as the result of such claim.

I HAVE READ THIS AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT AND HAVE SIGNED IT FREELY AND WITHOUT ANY INDUCEMENT OR ASSURANCE OF ANY NATURE AND INTEND IT TO BE A COMPLETE AND UNCONDITIONAL RELEASE OF ALL LIABILITY TO THE GREATEST EXTENT ALLOWED BY LAW AND AGREE THAT IF ANY PORTION OF THIS AGREEMENT IS HELD TO BE INVALID, THE BALANCE, NOTWITHSTANDING, SHALL CONTINUE IN FULL FORCE AND EFFECT.

Print Name

Signature

Date

Insurance Company

Policy #

Name of Policy Holder

Riverside Community College District Public Safety High School Internship Academy

Ben Clark Training Center
3423 Davis Avenue, Dept. G
Riverside, CA 92518
(909) 486-2855

HEALTH HISTORY AND PHYSICAL EXAMINATION

Fill out history portion **prior** to visiting your doctor.

Name: _____
Last First Middle Sex Today's Date

Address: _____
Number Street City State Zip

Phone: _____ Height: _____ Weight: _____ Age: _____

Birth date: _____ Social Security Number: _____

Directions: Please fill out this form as completely as possible. If you have questions, please do not guess, ask your physician for assistance.

Date, physician and location of last physical exam: _____

Characterize your current health status (check one)

Excellent Good Fair Poor

Cardiovascular Health

Have you ever had any of the following, Yes or No

Rheumatic fever	
Heart murmur	
Diabetes	
Dizziness or fainting spells	

Please answer Yes or No:

Have you ever been diagnosed with or low high blood pressure?	
Do you ever have pain in your chest?	
Do you ever experience a "racing" heart beat?	
Dose your heart ever skip a beat?	
Do your ankles ever swell up?	
Has a doctor ever diagnosed you with "heart trouble"?	
Do get frequent cramps in your legs?	
Do you ever get short of breath?	
Do get winded long before everyone else during activities?	
Do you ever have any difficulty breathing?	
Do you ever get short of breath just sitting or lying around?	

General Health

Have you ever had any of the following, Yes or No:

Polio	
Asthma or lung disease	
Injuries to the back, arms, legs or joints	
Scarlet fever	
Meningitis or Encephalitis	
Pneumonia	
Pleurisy	
Hepatitis (jaundice)	
Tuberculosis	
Rheumatoid Arthritis	
Kidney disease	
Chronic intestinal disease	
Hearing problems	

List all **Major Injuries:**

Please answer the following questions, Yes or No:

Do you now have or have you ever had:

Any vision or hearing problems?	
A history of anemia, or poor healing of cuts?	
A chronic, recurrent or morning cough?	
Ever cough up blood?	
Swollen, stiff or painful joints?	
Pain in your legs after walking short distances?	
Back pain?	
Numbness in arms or legs?	
Nausea?	
Bowel or kidney/urination problems	
Stomach or intestinal problems?	
Migraine or recurrent headaches?	
Frequent colds or sore throat?	
Skin problems?	
Anxiety or depression?	
Problems with recurrent fatigue, trouble sleeping or irritability?	

List any prescription medications that you are currently taking:

List any self-prescribed medications or dietary supplements that you are currently taking:

List any allergies to medications:

Do you have dentures or any removable dental fixtures? Please describe.

Do you have any problems with heights, being in areas with limited visibility or confined spaces? Please describe:



Riverside Community College District
Public Safety High School Internship Academy
3423 Davis Avenue #G • Riverside, CA 92518 • (909) 486-2855



Heart Disease Risk Factors

Have any of your immediate blood relations had, Yes or No:

Heart attack or stroke under the age of 60?	
High blood pressure?	
Any heart problems?	
Diabetes?	

Smoking

	YES	NO				
Do you smoke?						
Cigarettes			How many per day?		How many years?	
Cigars			How many per day?		How many years?	
A Pipe			How many per day?		How many years?	

Diet and Weight

What is a good weight for you? _____

What is the most that you have ever weighed? _____

When? _____ What was your weight a year ago? _____

Is your present weight relatively stable? _____

Do have trouble keeping your weight stable? _____

Are you currently dieting? _____

Is a physician supervising this diet? _____

If currently dieting, please describe:

How many meals do you normally eat each day? _____

How much coffee, tea or soda do you drink daily? _____

How many glasses of milk do you drink daily? _____

Do you currently take a multi-vitamin? _____

Physical Activity

If employed, rate the physical activity level of your occupation:

Sedentary Light Moderate Heavy How many hours per day? _____

Are you currently involved in a regular exercise program or recreational physical activity? Please describe.

Characterize your present "Fitness" level:

Excellent Good Fair Poor

In consideration of being accepted into the Basic Fire Fighter Academy, I certify that I have read and accurately completed this health questionnaire. I also declare that I have no concerns about my health that would affect my participation in a program of graded exercise testing or physical exercise. I will furnish this questionnaire to my physician.

Applicant Signature

Date

MEDICAL EVALUATION REPORT

Dear Physician,

The individual you are examining has been requested to obtain a medical clearance prior to participation in the Riverside Community College District's Public Safety High School Internship Academy. This training consists of physical conditioning activities and hands on "skills" testing as it relates to Public Safety Fields. The physical conditioning program consists of **rigorous physical exercise for 1 hour each meeting day, for approximately 36 weeks.**

The physical conditioning involves exercise focusing on cardiovascular endurance as well as muscular strength. The intensity of the various exercises is individualized to the interns ability and is generally increased throughout the course of the program.

Each exercise session lasts approximately 60 minutes and consists of an 8-10 minute warm-up, 30-45 minute conditioning session focusing on a primary training objective, and 3-5 minute cool-down.

Conditioning Objectives	Formats	Type of Activity
Flexibility.	Walk or jog. Floor exercises Calisthenics.	Walk or jog to warm up muscles and stretching of major muscle groups.
Muscular strengthening and cardio vascular endurance.	Circuit training with calisthenics.	A combination of conventional calisthenics, jogging and sprinting.
Cardiovascular endurance.	Continuous running.	Conventional jog/run for set distance and pace: 25-45 minutes

Physician's Physical Examination Report

To be completed by a licensed physician

Name: _____

Today's Date: _____

Age: _____

Weight: _____

Height: _____

Resting heart rate: _____

Resting blood pressure: _____

Vision:

Without glasses: R _____ L _____

With glasses: R _____ L _____

Pertinent health history:

	Normal	Abnormal	Comments
Head			
Eyes			
Pupils			
Ocular motion			
Ears			
Nasal cavity			
Mouth			
Teeth			
Tongue			
Tonsils			
Neck			
Thyroid			
Cervical nodes			

	Normal	Abnormal	Comments
Chest			
Lungs			
Heart			
Sounds			
Abdomen			
Masses			
Bowel sounds			
Skeletal			
Cervical spine			
Thoracic spine			
Lumbar spine			
shoulders			
Elbows			
Hips			
Knees			
Ankles			
Hands			
Feet			
Neurological			
Reflexes			
Romberg			
Tandem walk			
Finger to nose			
Skin			
Scars			

Patient Name: _____
Last First Middle

I have examined the above named applicant and have found him/her to be medically qualified to participate in a program of physical exercise, including the graded exercise testing evaluation of the Public Safety Internship Academy. Physical exercises may include, but are not limited to, sit-ups, leg raises, push-ups, and ¼ to 5-mile runs, wind sprints and pull-ups. Practical skills application may include, but are not limited to, working in elevated areas, confined spaces, areas of limited visibility, moderate to heavy lifting, the wearing of full fire fighter protective clothing (30 – 50 lbs.). I have also discussed with the applicant any health concerns documented on the consent form. Any limitations are listed below.

Limitations: _____

Physician
Please Print

Phone: _____

Address: _____
Number Street City State Zip

Signature Date of Exam

WAIVER

RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK AND INDEMNITY AND PARENTAL CONSENT AGREEMENT ("AGREEMENT")

IN CONSIDERATION of me and/or my minor child/ward _____
being permitted to participate in any way in the _____
(Activity) for myself, my minor child/ward, my personal representatives, assigns, heirs and
next of kin:

1. **I ACKNOWLEDGE**, agree, and represent that I understand the nature of the _____ (activity) and that I am qualified, in good health, and in proper physical condition to participate in such Activity. I further agree and warrant that if at any time, I believe conditions to be unsafe, I will immediately discontinued further participation in the activity. Further, if I am executing this release on behalf of a minor, I warrant that I am the minor's parent and/or legal guardian, I understand the nature of these activities, and the minor's experience and capabilities and believe the minor to be qualified to participate in such activity.
2. **I FULLY UNDERSTAND that (a)** _____ (Activity) **INVOLVES RISK AND DANGERS OF SERIOUS BODILY INJURY, INCLUDING PERMANENT DISABILITY, PARALYSIS, OR DEATH ("RISK")**; (b) these RISKS and dangers may be caused by my own actions, or inactions, the actions or inactions of others participating in the Activity, the condition in which the Activity, or the NEGLIGENCE OF THE "RELEASEES" NAMED BELOW; (c) there may be OTHER RISKS AND SOCIAL AND ECONOMIC LOSSES either not known to me or not readily foreseeable at this time; and I FULLY ACCEPT AND ASSUME ALL SUCH RISKS AND ALL RESPONSIBILITY FOR LOSSES, COSTS, AND DAMAGES I and/or my minor child/ward may incur as a result of participation in the Activity by me and or my minor child/ward.
3. **I HEREBY RELEASE, DISCHARGE, AND COVENANT NOT TO SUE THE RIVERSIDE COMMUNITY COLLEGE DISTRICT**, its Trustees, officers, employees, agents or volunteers, and if applicable, owners and lessors of premises on which the activity takes place **FROM ALL LIABILITY, CLAIMS, DEMANDS, LOSSES, OR DAMAGES ON MY ACCOUNT CAUSED BY OR ALLEGED TO BE CAUSED IN WHOLE OR IN PART BY THE NEGLIGENCE OF THE "RELEASEES."** I FURTHER AGREE, that if, despite this RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK, AND INDEMNITY AGREEMENT I, or my minor child/ward, or anyone on my behalf or on behalf of my minor child/ward, makes a claim against any of the Releasees, **I WILL INDEMNIFY, SAVE, AND HOLD HARMLESS EACH OF THE RELEASEES** from any litigation expenses, arbitration expenses, medical expenses, attorney fees, loss, liability, damage or cost which may be incurred as the result of such claim.

I HAVE READ THIS AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT AND HAVE SIGNED IT FREELY AND WITHOUT ANY INDUCEMENT OR ASSURANCE OF ANY NATURE AND INTEND IT TO BE A COMPLETE AND UNCONDITIONAL RELEASE OF ALL LIABILITY TO THE GREATEST EXTENT ALLOWED BY LAW AND AGREE THAT IF ANY PORTION OF THIS AGREEMENT IS HELD TO BE INVALID, THE BALANCE, NOTWITHSTANDING, SHALL CONTINUE IN FULL FORCE AND EFFECT.

Printed name of participant

Printed name of parent/guardian

Participant's signature or parent/guardian signature

Date

WAIVER

RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK AND INDEMNITY ("AGREEMENT")

IN CONSIDERATION of my _____ being permitted to participate in any way in the _____ (Activity) for myself, my minor child/ward, my personal representatives, assigns, heirs and next of kin:

1. **I ACKNOWLEDGE**, agree, and represent that I understand the nature of the _____ (Activity) and that I am qualified, in good health, and in proper physical condition to participate in such Activity. I further agree and warrant that if at any time, I believe conditions to be unsafe, I will immediately discontinued further participation in the activity.
2. **I FULLY UNDERSTAND that (a) _____ (Activity) INVOLVES RISK AND DANGERS OF SERIOUS BODILY INJURY, INCLUDING PERMANENT DISABILITY, PARALYSIS, OR DEATH ("RISK");** (b) these RISKS and dangers may be caused by my own actions, or inactions, the actions or inactions of others participating in the Activity, the condition in which the Activity, or the NEGLIGENCE OF THE "RELEASEES" NAMED BELOW; (c) there may be OTHER RISKS AND SOCIAL AND ECONOMIC LOSSES either not known to me or not readily foreseeable at this time; and I FULLY ACCEPT AND ASSUME ALL SUCH RISKS AND ALL RESPONSIBILITY FOR LOSSES, COSTS, AND DAMAGES I may incur as a result of participation in the Activity by me.
3. **I HEREBY RELEASE, DISCHARGE, AND COVENANT NOT TO SUE THE RIVERSIDE COMMUNITY COLLEGE DISTRICT**, its Trustees, officers, employees, agents or volunteers, and if applicable, owners and lessors of premises on which the activity takes place **FROM ALL LIABILITY, CLAIMS, DEMANDS, LOSSES, OR DAMAGES ON MY ACCOUNT CAUSED BY OR ALLEGED TO BE CAUSED IN WHOLE OR IN PART BY THE NEGLIGENCE OF THE "RELEASEES."** I FURTHER AGREE, that if, despite this RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK, AND INDEMNITY AGREEMENT I, or my minor child/ward, or anyone on my behalf make a claim against any of the Releasees, I WILL INDEMNIFY, SAVE, AND HOLD HARMLESS EACH OF THE RELEASEES from any litigation expenses, arbitration expenses, medical expenses, attorney fees, loss, liability, damage or cost which may be incurred as the result of such claim.

I HAVE READ THIS AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT AND HAVE SIGNED IT FREELY AND WITHOUT ANY INDUCEMENT OR ASSURANCE OF ANY NATURE AND INTEND IT TO BE A COMPLETE AND UNCONDITIONAL RELEASE OF ALL LIABILITY TO THE GREATEST EXTENT ALLOWED BY LAW AND AGREE THAT IF ANY PORTION OF THIS AGREEMENT IS HELD TO BE INVALID, THE BALANCE, NOTWITHSTANDING, SHALL CONTINUE IN FULL FORCE AND EFFECT.

Printed name of participant

Signature

Date

Degree Credit	<u>X</u>
Non Credit	<u> </u>
Nondegree Credit	<u> </u>
Comm Service	<u> </u>

RIVERSIDE COMMUNITY COLLEGE

COURSE OUTLINE

Administration of Justice Y5A

COURSE DESCRIPTION

2.5 Units

ADJ Y5A Public Safety Internship High School Academy

PREREQUISITE: Consent of high school counselor as required by education code.

This course is designed to develop the students' awareness of all facets of the Public Safety field which include law enforcement, corrections, and fire safety. Students will learn to value diversity and their awareness of, and sensitivity to, other ethnic groups and cultures. Students will explore and analyze the function of community relations, cultural diversity and how they impact the Public Safety Field. This is the first course in a series of two introductory courses to be completed by students who have a desire to enter the public safety field. 49 hours lecture and 12 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

This Public Safety Internship High School Academy provides students with knowledge of the basic facets in the Public Safety Field.

LEARNING OBJECTIVES

Upon successful completion of the course, students should be able to:

1. Identify legal requirements and responsibilities of the Public Safety Field, Criminal Justice System and the Fire Safety System.
2. Identify in laboratory situations personal protection, fire suppression, citizen contacts, command presence, and leadership skills.
3. Explain the function of community relations, cultural diversity and how they impact the Public Safety Field.
4. Discuss applications of civil and criminal laws.

COURSE CONTENT

TOPICS

1. Registration and Orientation
2. Ethics/Professionalism
3. Introduction to Criminal Justice Systems
4. Introduction to Fire Services
5. Introduction to Corrections
6. Tactical Communication
7. Lifetime Fitness/Nutrition

Students are also assigned reading, writing and other outside assignments equivalent to two hours per one hour lecture.

METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Class lectures/discussions/demonstrations
- Drills and pattern practices
- Videos/films/slides/audio tapes
- Pair and small group activities/discussion
- Class exercises
- Reports and papers
- Handouts
- Cooperative learning tasks
- Individual conferences
- Guest lecturers

METHODS OF EVALUATION

Students will be evaluated for mastery of learning objectives by methods of evaluation which may include, but are not limited to:

- Oral reports/presentations/performance
- Written reports/presentations
- Quizzes/examinations
- Written assignments
- Class and individual projects
- Participation and regular attendance
- Laboratory projects/performance
- Final examination

COURSE MATERIALS

All materials used in this course will be periodically reviewed to insure that they are appropriate for college level instruction. Possible texts include:

Degree Credit	<u>X</u>
Non Credit	<u> </u>
Nondegree Credit	<u> </u>
Comm Service	<u> </u>

RIVERSIDE COMMUNITY COLLEGE

COURSE OUTLINE

Administration of Justice Y5B

COURSE DESCRIPTION

3.5 Units

ADJ Y5B Public Safety Internship High School Academy

PREREQUISITE: A.DJ. Y5A and consent of high school administration as required by Education Code.

This course is designed to develop the students' awareness of all facets of the Public Safety field which include law enforcement, corrections, and fire safety. Students will learn the value of diversity and create an awareness of, and sensitivity to, other ethnic groups and cultures. Students will explore and analyze the function of community relations, cultural diversity and how they impact the Public Safety Field. This is the second course in a series of two introductory courses available to students who have a desire to enter the public safety field. 60 hours lecture and 33 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

This Public Safety Internship High School Academy provides students with knowledge of the basic facets of Public Safety Field careers.

LEARNING OBJECTIVES

Upon successful completion of the course, students should be able to:

1. Review the legal requirements and responsibilities of Public Safety Careers, the Criminal Justice System and the Fire Safety System.
2. Explain in laboratory situations, personal protection, fire suppression, citizen contacts, command presence, and leadership skills.
3. Describe the function of community relations, cultural diversity and how they impact the Public Safety Field.
4. Apply civil and criminal laws to scenerios.

COURSE CONTENT

TOPICS

1. Introduction to Criminal Justice Systems
2. Introduction to Fire Services
3. Introduction to Corrections
4. Tactical Communication
5. Lifetime Fitness/Nutrition

Students are also assigned reading, writing and other outside assignments equivalent to two hours per one hour lecture.

METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Class lectures/discussions/demonstrations
- Drills and pattern practices
- Videos/films/slides/audio tapes
- Pair and small group activities/discussion
- Class exercises
- Reports and papers
- Handouts
- Cooperative learning tasks
- Individual conferences
- Guest lecturers

METHODS OF EVALUATION

Students will be evaluated for mastery of learning objectives by methods of evaluation which may include, but are not limited to:

- Oral reports/presentations/performance
- Written reports/presentations
- Quizzes/examinations
- Written assignments
- Class and individual projects
- Participation and regular attendance
- Laboratory projects/performance
- Final examination

COURSE MATERIALS

All materials used in this course will be periodically reviewed to insure that they are appropriate for college level instruction. Possible texts include:

Degree Credit	<u>X</u>
Non Credit	<u> </u>
Nondegree Credit	<u> </u>
Comm Service	<u> </u>

RIVERSIDE COMMUNITY COLLEGE

COURSE OUTLINE

Public Safety 135C

COURSE DESCRIPTION

3.0 Units

135C Public Safety Internship High School Academy

PREREQUISITE: ADJ Y5B and consent of high school counselor as required by education code.

This course is designed to develop the students' awareness of all facets of the Public Safety field which include law enforcement, corrections, and fire safety. Students will learn to value diversity and their awareness of, and sensitivity to, other ethnic groups and cultures. Students will explore and analyze the function of community relations, cultural diversity and how they impact the Public Safety Field. This is the first course in a series of two advanced courses to be completed by students who have a desire to enter the public safety field. 36 hours lecture and 24 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

This Public Safety Internship High School Academy provides students with knowledge of the basic facets in the Public Safety Field.

LEARNING OBJECTIVES

Upon successful completion of the course, students should be able to:

1. Analyze legal requirements and responsibilities of the Public Safety Field, Criminal Justice System and the Fire Safety System.
2. Demonstrate in laboratory situations personal protection, fire suppression, citizen contacts, command presence, and leadership skills.
3. Distinguish the function of community relations, cultural diversity and how they impact the Public Safety Field.
4. Discuss applications of civil and criminal laws.

COURSE CONTENT

TOPICS

1. Criminal Justice Systems
2. Street Gangs
3. Fire Services
4. Public Fire Protection
5. Corrections
6. Prison Gangs
7. Ethics/Professionalism
8. Tactical Communication

Students are also assigned reading, writing and other outside assignments equivalent to two hours per one hour lecture.

METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Class lectures/discussions/demonstrations
- Drills and pattern practices
- Videos/films/slides/audio tapes
- Pair and small group activities/discussion
- Class exercises
- Reports and papers
- Handouts
- Cooperative learning tasks
- Individual conferences
- Guest lecturers

METHODS OF EVALUATION

Students will be evaluated for mastery of learning objectives by methods of evaluation which may include, but are not limited to:

- Oral reports/presentations/performance
- Written reports/presentations
- Quizzes/examinations
- Written assignments
- Class and individual projects
- Participation and regular attendance
- Laboratory projects/performance
- Final examination

COURSE MATERIALS

All materials used in this course will be periodically reviewed to insure that they are appropriate for college level instruction.

Degree Credit	<u>X</u>
Non Credit	<u> </u>
Nondegree Credit	<u> </u>
Comm Service	<u> </u>

RIVERSIDE COMMUNITY COLLEGE

COURSE OUTLINE

Public Safety 135D

COURSE DESCRIPTION

3.5 units

135D Public Safety Internship High School Academy

PREREQUISITE: PS 135C and consent of high school administration as required by Education Code.

This course is designed to develop the students' awareness of all facets of the Public Safety field which include law enforcement, corrections, and fire safety. Students will learn the value of diversity and create an awareness of, and sensitivity to, other ethnic groups and cultures. Students will explore and analyze the function of community relations, cultural diversity and how they impact the Public Safety Field. This is the second course in a series of two advanced courses available to students who have a desire to enter the public safety field. 60 hours lecture and 33 hours laboratory.

SHORT DESCRIPTION FOR CLASS SCHEDULE

This Public Safety Internship High School Academy provides students with knowledge of the basic facets of Public Safety Field careers.

LEARNING OBJECTIVES

Upon successful completion of the course, students should be able to:

1. Evaluate the legal requirements and responsibilities of Public Safety Careers, the Criminal Justice System and the Fire Safety System.
2. Assess in laboratory situations, personal protection, fire suppression, citizen contacts, command presence, and leadership skills.
3. Compare the function of community relations, cultural diversity and how they impact the Public Safety Field.
4. Apply civil and criminal laws to scenarios.

COURSE CONTENT

TOPICS

1. Criminal Justice Systems
2. Fire Services
3. Corrections
4. Communication

Lifetime Fitness/Nutrition

Students are also assigned reading, writing and other outside assignments equivalent to two hours per one hour lecture.

METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Class lectures/discussions/demonstrations
- Drills and pattern practices
- Videos/films/slides/audio tapes
- Pair and small group activities/discussion
- Class exercises
- Reports and papers
- Handouts
- Cooperative learning tasks
- Individual conferences
- Guest lecturers

METHODS OF EVALUATION

Students will be evaluated for mastery of learning objectives by methods of evaluation which may include, but are not limited to:

- Oral reports/presentations/performance
- Written reports/presentations
- Quizzes/examinations
- Written assignments
- Class and individual projects
- Participation and regular attendance
- Laboratory projects/performance
- Final examination

COURSE MATERIALS

All materials used in this course will be periodically reviewed to insure that they are appropriate for college level instruction. Possible texts include:

Sample Spring Class Schedule

January 5, 2002

08:00—11:30 a.m.	Corrections
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	Fire
3:00—3:30 p.m.	Staff

January 12, 2002

08:00—11:30 a.m.	Fire
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	English 60A4
3:00—3:30 p.m.	Staff

January 26, 2002

08:00—11:30 a.m.	Administration of Justice
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	English 60A4
3:00—3:30 p.m.	Staff

February 2, 2002

08:00—11:30 a.m.	Corrections
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	English 60A4
3:00—3:30 p.m.	Staff

February 23, 2002

08:00—11:30 a.m.	Fire
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	English 60A4
3:00—3:30 p.m.	Staff

March 2, 2002

08:00—11:30 a.m.	Administration of Justice
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	Corrections
3:00—3:30 p.m.	Staff

March 9, 2002

08:00—11:30 a.m.	Corrections
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	English 60A4
3:00—3:30 p.m.	Staff

March 16, 2002

08:00—11:30 a.m.	Fire
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	English 60A4
3:00—3:30 p.m.	Staff

March 23, 2002

08:00—11:30 a.m.	Administration of Justice
11:30—12:00 p.m.	Lunch
12:00—3:30 p.m.	English 60A4
3:00—3:30 p.m.	Staff

March 30, 2002

08:00—11:30 a.m.	Corrections
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	Administration of Justice
3:00—3:30 p.m.	Staff

April 6, 2002

08:00—11:30 a.m.	Fire
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	Corrections
3:00—3:30 p.m.	Staff

April 20, 2002

08:00—11:30 a.m.	Administration of Justice
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	English 60A4
3:00—3:30 p.m.	Staff

April 27, 2002

08:00—11:30 a.m.	Corrections
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	Administration of Justice
3:00—3:30 p.m.	Staff

May 4, 2002

08:00—11:30 a.m.	Fire
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	Corrections
3:00—3:30 p.m.	Staff

May 11, 2002

08:00—11:30 a.m.	Administration of Justice
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	Fire
3:00—3:30 p.m.	Staff

May 18, 2002

08:00—11:30 a.m.	Corrections
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	Administration of Justice
3:00—3:30 p.m.	Staff

June 1, 2002

08:00—11:30 a.m.	Fire
11:30—12:00 p.m.	Lunch
12:00—3:00 p.m.	Corrections
3:00—3:30 p.m.	Staff

June 8, 2002

08:00—11:30 a.m.	Administration of Justice
11:30—12:00 p.m.	Lunch
12:00—3:30 p.m.	Graduation

	<u>Lecture Hrs</u>	<u>Lab Hours</u>
Administration of Justice:	20 hrs	11 hrs
Corrections:	20 hrs	11 hrs
Fire:	20 hrs	11 hrs

Sample Fall Class Schedule

September 8, 2002

08:00—08:30 a.m.	Staff
08:30—11:30 a.m.	Fire
11:30—12:00 p.m.	Lunch
12:00—3:30 p.m.	Corrections

September 15, 2002

08:00—08:30 a.m.	Staff
08:30—11:30 a.m.	English 60A2
11:30—12:00 p.m.	Lunch
12:00—3:30 p.m.	Fire

September 22, 2002

08:00—08:30 a.m.	Staff
08:30—11:30 a.m.	English 60A2
11:30—12:00 p.m.	Lunch
12:00—3:30 p.m.	Administration of Justice

September 29, 2002

08:00—08:30 a.m.	Staff
08:30—11:30 a.m.	English 60A2
11:30—12:00 p.m.	Lunch
12:00—3:30 p.m.	Corrections

October 6, 2002

08:00—08:30 a.m.	Staff
08:30—11:30 a.m.	English 60A2
11:30—12:00 p.m.	Lunch
12:00—3:30 p.m.	Fire

October 13, 2002

08:00—08:30 a.m.	Staff
08:30—11:30 a.m.	Corrections
11:30—12:00 p.m.	Lunch
12:00—3:30 p.m.	Administration of Justice

October 20, 2002

08:00—08:30 a.m.	Staff
08:30—11:30 a.m.	English 60A2
11:30—12:00 p.m.	Lunch
12:00—3:30 p.m.	Corrections

October 27, 2002

08:00—08:30 a.m. Staff
08:30—11:30 a.m. English 60A2
11:30—12:00 p.m. Lunch
12:00—3:30 p.m. Fire

November 3, 2002

08:00—08:30 a.m. Staff
08:30—11:30 a.m. English 60A2
11:30—12:00 p.m. Lunch
12:00—3:30 p.m. Administration of Justice

November 17, 2002

08:00—08:30 a.m. Staff
08:30—11:30 a.m. Administration of Justice
11:30—12:00 p.m. Lunch
12:00—3:30 p.m. Corrections

December 1, 2002

08:00—08:30 a.m. Staff
08:30—11:30 a.m. Corrections
11:30—12:00 p.m. Lunch
12:00—3:30 p.m. Fire

December 8, 2002

08:00—08:30 a.m. Staff
08:30—11:30 a.m. English 60A2
11:30—12:00 p.m. Lunch
12:00—3:30 p.m. Administration of Justice

December 15, 2002

08:00—08:30 a.m. Staff
08:30—11:30 a.m. Administration of Justice
11:30—12:00 p.m. Lunch
12:00—3:30 p.m. Corrections

Riverside Community College District
Department of Public Safety Education and Training

Public Safety Internship Academy

Student Handbook
Rules and Regulations

These Rules and Regulations are guidelines for administrative procedures and operations regulating the conduct and responsibilities of interns. Violation of any rule or regulation by interns will result in disciplinary action. Disciplinary action may range from submitting a disciplinary memorandum to dismissal from the Public Safety Internship Academy.

Article I. INTERN DEMEANOR

- Section 1.01** Interns shall always conduct themselves in a semi-military and professional manner. All superior officers, staff members, and instructors shall be addressed as “**Mr.**”, “**Mrs.**”, “**Ms.**”, “**Sir**”, or “**Ma’am**”. When asking a question in a “class setting”, the intern shall raise his/her hand and wait until recognized. The intern may then ask the question. The question should be asked in a sufficiently loud voice so that other interns will also hear the question. It is impolite and improper for interns to be talking amongst themselves during classroom discussions. In discussions between the instructor and the class, only one student may talk at a time.
- Section 1.02** When reporting to the internship Staff, the intern shall stand to the side of the internship office door (practicing proper officer safety), knock three times loudly and then wait for the response, “**Enter**”. If there is no response, the intern is to leave and come back at a later time. Always remember the Internship Staff is here to help the intern. Problems of a personal nature may be brought directly to the Internship Staff. Questions of a general nature, or request for clarification shall be directed to the Internship Staff through the Class Sergeant.
- Section 1.03** When told to enter, the intern shall do so, but not before. Upon entry, the intern shall enter the office out of the doorway (practicing proper officer safety) and come to a position of attention. With cover (ball cap) removed the intern will stand at attention, wait to be recognized, then state their business (the reason the intern has come to the office) in the following way: face in the direction of the Internship Staff member and state, “**Sir/Ma’am**”, **Intern <LAST NAME> requesting permission to speak Sir/Ma’am**”. Once acknowledged, the intern may speak. If directed to report to the Internship Office, the procedure is the same. With the exception that upon entry the intern will state, “**Sir/Ma’am**, **Intern <LAST NAME> Reporting as ordered Sir/Ma’am**”. Never shall an intern address the Internship Staff without first requesting permission to speak. The word, “**Sir/Ma’am**”, is always the first and last word spoken by the intern.

Article II. ABSENCES

Section 2.01 Any illness or other emergency that would prevent an intern from attending class shall be reported to the Internship Staff. This can be accomplished in several ways. First, contact your Squad Leader, who will then call the Class Sergeant. The Class Sergeant will contact Mr. Martin Medina **Or** Sr. Deputy Oscar Garcia. The Internship Staff can be contacted during the week or in the evening (By Pager). The Academy Staff will follow up any absence. Failure to notify in advance may lead to an unexcused absence. Unexcused absences cannot be made up.

Section 2.02 The intern shall prepare a written explanation, in memorandum form, to be submitted to the Internship Staff via the Chain of Command upon return to class the following Saturday.

Note: To receive a certificate of completion from Riverside Community College, you may miss no more than **ten percent (10%)** of the total hours of instruction in each module. To pass the course you must obtain a score of **seventy percent (70%)** in all areas for each module.

Article III. CHAIN OF COMMAND

Section 3.03 The following is the intern's chain of command:

- (a) Intern to Squad Leader
- (b) Squad Leader to Class Sergeant
- (c) Class Sergeant to Internship Staff

Note: In the absence of the Class Sergeant, The Administrative Officer assumes the Class Sergeant Duties. The intern will always comply with the chain of command procedure.

Article IV. FRATERNIZATION

Section 4.01 From time to time, there may be inmate workers assigned to the facility on a weekend. While this is not normal procedure, rules concerning inmate workers apply to all interns at all times. Inmate workers are normally dressed in a dark orange cotton working clothes. “**INMATE WORKER**” is stenciled in white on both the top and the pants. Inmate workers are under the direction of Sheriff’s Department, or an assigned work crew supervisor. Interns do not assign or make requests of any inmate worker. If there is a question or concern, that question or concern should immediately be brought to the attention of Academy Staff.

Section 4.02 Interns shall not fraternize with inmate workers. An intern shall bring no messages for inmate workers to this facility. An intern shall take no messages from this facility for an inmate’s family. Any violation of this regulation shall be grounds for dismissal from the Public Safety Internship Program.

Article V. INJURIES

Section 5.01 An intern who sustains **ANY** injury while attending this program shall immediately report that injury to the Internship Staff. The intern shall submit an injury memorandum to the Internship Staff explaining how the injury occurred, the extent of the injury, and any recommended treatment directed by a physician. The memorandum is to be turned in prior to the start to the next scheduled Saturday.

Note: It is necessary that the Internship Staff be kept apprised concerning any injury. Because the class does not meet during the week, it is important that the intern call/page Mr. Medina or Sr. Deputy Garcia to ensure ongoing communication concerning the injury.

Article VI. GROOMING STANDARDS

- Section 6.01** All male interns shall follow the dress standards specified by the Department of Public Safety Education and Training.
- Section 6.02** All interns will be clean-shaven while attending class or a Public Safety Internship Program function. Male interns shall not wear jewelry while on the facility or a Public Safety Internship Program function. Interns may only wear a watch with a plain band.
- Section 6.03** Male interns shall keep their hair neatly trimmed above the ears. Haircuts shall be conservatively short and tapered in the back. They shall be maintained in a military style to the satisfaction of the Internship Staff. Sideburns shall not extend below the middle of the ear. They shall be even in width and without flare. Sideburns shall be a maximum width of one inch at the bottom.
- Section 6.04** Female students shall keep their hair neat and above the collar. No decoration shall be worn in the hair. Hairpins or clips that match the color of the hair may be worn to keep the hair off the collar. **No makeup or nail polish shall be worn.** Fingernails shall be trimmed short. "False or extended" fingernails are not acceptable.

Article VII. DISMISSAL

Section 7.01 An intern enrolled in the Public Safety Internship Program may be dismissed from the program for one or more of the following reasons:

- (a) Failure to maintain the minimum standards of the Public Safety Internship Program.
- (b) Failure to maintain the minimum academic grade point average (2.0) as recognized and agreed to by Riverside Community College.
- (c) Failure to give appropriate observance to the performance of duty, such as not turning in work, or missing assignments altogether.
- (d) Insubordination: The willful disobedience of any lawful order issued by a superior officer. The disrespectful, mutinous, insolent, or abusive language directed toward a superior officer. This would include, but is not limited to academy staff, instructor staff, school representatives, and visiting law enforcement representatives.
- (e) Willful disobedience to directions of College officials (including faculty acting in the performance of their duties).

Note: The Public Safety Internship Academy is a voluntary program. Any intern not desirous of remaining in the program may drop out of the program at any time.

Any breach of discipline by an intern will be referred to the Dean of the Department of Public Safety Education and Training.

Article VIII. STUDENT GRIEVANCE PROCEDURE

Section 8.01 The purpose of a student grievance procedure is to provide a process by which student-related issues may be resolved in a fair and efficient manner following due process of law. The procedure is intended to achieve an equitable solution to an issue with due regard for the rights of the student, the faculty, the student body, and the College District.

Article IX. PROCEDURE RELATING TO DISCIPLINARY ACTION

Section 9.01 In all cases when the College President or designee has initiated disciplinary action, the student, within 72 hours of receiving the decision, may convey to the appropriate Vice President in writing:

- (a) Concurrence with the decision; or
- (b) A request for a formal hearing

Article X. GENERAL GRIEVANCE PROCESS

Student grievances shall be processed in the following sequence:

Section 10.01 Informal Consultations

- (a) Prior to any formal written allegation, a student shall contact the appropriate faculty or staff member and attempt in good faith to resolve the concern through the consultative process. If a student is unsure of the appropriate faculty or staff member of contact, he or she should contact the Vice-President of Student Services who will direct the student to the appropriate staff member.
- (b) If the issue is not resolved with the affected parties, the student may request an informal conference with the **appropriate** department chairperson, dean or director.
- (c) If the issue is not resolved with the appropriate department chairperson, dean or director, the student may request an informal conference with the appropriate Vice-President.
- (d) For academic matters, the conference shall be with the Vice-President of Academic Affairs.
For nonacademic matters, the conference shall be with the Vice-President of Student Services.
- (e) The Vice-President shall convey a decision in writing to all affected parties.
- (f) If the issue is not resolved at the informal level, the student may file a formal written grievance requesting a formal hearing. The student shall direct this letter to the appropriate Vice-President.

Section 10.02 Formal Hearing

- (a) Upon receipt of a written request by the affected student for a formal hearing, reasonable opportunity for such a hearing will be afforded the student within ten (10) school days. The written request should contain a statement detailing the complaint to be resolved, and the action requested.
- (b) The formal hearing will be conducted before the Student Grievance Committee. This committee shall be composed as follows:
 - 1. Two students appointed by the ASRCC President
 - 2. Two faculty members appointed by the Academic Senate President
 - 3. Two managers appointed by the President of the College
 - 4. The College President or his designated representative shall serve as chairman

Section 10.03 The Student Grievance Committee Shall

- (a) Receive a signed written statement from each party involved in the grievance specifically all pertinent facts relevant to the case in question and transmit a copy to each party with due notification of rights and responsibilities in the procedure for disposing of the case.
- (b) Discuss the case, hear testimony, examine witnesses and receive all evidence pertaining to the case.
- (c) Allow each party the right to be represented at the hearing by a student member of the College and to question witnesses and testimony.
- (d) Judge the relevancy and weight of testimony evidence. It shall make its findings of fact, limiting its investigation to the formal allegations. It shall also make recommendation for disposition of the case.
- (e) Provide a transcript of the proceeding, which shall be kept in a confidential file and shall be available to the student who requested the formal hearing.

- (f) Submit its findings of fact, and recommended action to each party and the appropriate vice-president within ten (10) school days of the completion of the formal hearing.
- (g) The formal hearing shall be closed to the public.
- (i) Upon receipt of the Student Grievance Committee's recommendation, the vice-president, within five (5) school days, shall transmit in writing his/her decision to all affected parties.
- (j) The student, within five (5) school days of receipt of the vice-president's decision, may appeal the decision to the College President.
- (k) The College President may:
 - 1. Concur with the vice-president's decision.
 - 2. Modify the recommended decision.
 - 3. Recommend action to the Board of Trustees.

Section 10.04 Appeals

- (a) In all cases final appeal shall rest with the Board of Trustees.

Article XI. EXAMINATIONS/QUIZZES

Section 11.01 An Instructor or member of the Internship Staff shall administer exams. Talking shall not be permitted while an examination is in progress. Once the examination has been completed, the intern will leave the testing room and not return until instructed to do so. After turning in their answer sheet, the intern shall not attempt to change an answer or "check over" any test materials.

Section 11.02 Before the beginning of an examination or quiz, all books, papers, handouts, etc. will be removed from the desktop. All briefcases, binders and storage bags will be closed. The only items at the intern's disposal will be the test material, 2 pencils and an eraser. Any substantiated instance of an intern, or interns, cheating shall result in dismissal from the Public Safety Internship Academy. **Each intern is responsible for obtaining handout materials, class notes, and any homework or research assignments.**

Section 11.03 The Department of Public Safety Education and Training has a time tested and highly respected *Honor Code*. Interns of the Public Safety Internship Academy shall read, honor, and be accountable for the content. Because Public Safety officers are bound by their word, the Internship Staff feels that this is an important aspect of training for the future you may wish to undertake.

Article XII. THE HONOR CODE

Section 12.01 Public Safety staff is bound by their word. They are bound by the traditions of the profession, devotion to duty, the honor of their department and oath of office. In field situations this word may be given under extreme tension, stress, or physical danger. No group of people in civilian life have so much at stake in trusting one another as do those of our profession. By the very nature of the way public safety officers live, or die, they must be honest in all they do.

Section 12.02 The Honor Code at this Academy requires the intern to practice, to a greater degree than ever before, what they have already learned at home, in school, or in church. The Honor Code sets standards by which interns may judge one another. Public Safety officers cannot afford to have a person in their midst they cannot trust. By design the Code will reveal those who cannot measure up to these standards and eliminate the untrustworthy from the group. The honor Code includes, but is not limited to, the following basic points.

- (a) An intern always tells the truth and keeps his/her word: To be truthful is the ability to conform to fact. To lie is to practice intentional deceit, to be untruthful.
- (b) An intern is honest in all efforts and does not cheat. Honesty is straightforwardness, freedom from deceit or fraud. To cheat is to receive, give, or aid in giving information in such a manner as to present an unfair advantage over fellow interns. Cheating is presenting an inaccurate picture of one's abilities.

- (c) An intern does not quibble; employ evasive statements, or tricky wording. In answering a question, accounting for conduct, or explaining a discrepancy, an intern shall squarely face the issue. To quibble is to evade the point in question by making false or misleading statements. These statements attempt to cloud the issue by “**splitting hairs**”. Or are to introduce trifling technicalities deliberately designed to disguise the facts and present an entirely different picture.
- (d) An intern will respect the property rights of individuals and the department. They are honor-bound to protect property against abuse or theft. Any other attitude toward property would be a betrayal of the public trust. This is contemptible in a public safety officer. The California Penal Code defines theft. To engage in theft would disqualify a public safety officer from holding any position of trust. The success of public safety depends largely on teamwork. Teamwork is the mutual and reciprocal confidence that unites a group in a common effort. The presence of a thief destroys the confidence the members of the group have in one another. Thus ruining the effectiveness of the group.
- (e) An intern's signature is the bond. When an intern places their signature or initials on any document, they are certifying to its correctness. They are willing to stake their professional reputation and integrity on the accuracy of the document.
- (f) An intern has a duty to report any breach of the Honor Code that comes to their attention. An intern who does not meet the standards of moral conduct and responsibility should not be allowed to occupy a position of responsibility and trust. Moral weakness, as expressed by any deviation from the principles of the Honor Code, may seem of little importance at the Academy. But, a deviation in a situation where lives and/or property are at stake may well result in disastrous consequences. To insure the continued success of the public safety profession, officers must be men and women of undisputed honesty and moral courage. Because of this, an intern is honor-bound to report any breach that comes to their attention.

- (g) The most important element in the implementation of the Honor Code is the necessity for every intern to believe in this Code. Belief in the Code and an intelligent understanding of the importance of honor to public safety will engender the reassuring feeling of complete trust in each member of the class.

Article XIII. INTERN CLASS OFFICERS

Section 13.01 ***Class Sergeant:*** The Class Sergeant is responsible for the conduct of the class. One of the duties of the Class Sergeant is to help members of the class prepare for inspection. The Class Sergeant is appointed by the Internship Staff and may be changed whenever to better evaluate an individual intern's leadership potential. The Class Sergeant shall have the following duties:

- (a) Help the instructors and Internship Staff as directed.
- (b) Insure that all interns maintain proper demeanor.
- (c) Assemble the class for instruction as directed by the Internship Staff or instructor.
- (d) Assemble the class for inspection.
- (e) Assemble and direct the class in a military manner.
- (f) Assign interns to various details as directed by the Internship Staff.
- (g) Illustrate leadership qualities to the class.

Section 13.02 ***Administrative Officer:*** The purpose of the Administrative Officer is to help the Class Sergeant and Internship Staff as directed. The Administrative Officer will be appointed by the Internship Staff and may be changed whenever to better evaluate the individual interns leadership potential.

- (a) If the Class Sergeant is absent, take charge of the class.
- (b) Has the responsibility of taking attendance and reporting the results to the Internship Staff.
- (c) Remain in the classroom during all testing to collect, collate, and deliver to the Internship Staff all completed tests and quizzes as directed.
- (d) Responsible for turning in all memorandums, assignments, or written materials assigned to an individual or the class.

- (e) Check with the Internship Staff at the start of class for any special assignments.
- (f) Insure that the classroom boards are clean, sufficient supplies are available for the instructor, and the boards are cleaned off at the end of the day.
- (g) Place the instructors name, rank, and department, as well as the subject matter to be taught, on the classroom board prior to start of class.
- (h) Handle any additional assignments given by the Internship Staff.
- (i) Keep the Internship Staff apprised of any classroom problems or situations needing attention.

Section 13.03 ***Squad Leaders:*** It is the duty of the Squad Leader to help each member of the squad in preparing for inspection. The squad Leader has the responsibility to contact their respective squad members to insure they have studied, completed assigned work, prepared any memorandum information due, and be sure that squad member will be in class on the appointed date and time. The Squad Leader will be appointed by the Internship Staff and may be changed whenever to better evaluate an individual interns leadership potential.

- (a) Squad Leaders lead by example.
- (b) Squad Leaders check their squads for correct uniform and grooming.
- (c) Squad Leaders assist the Class Sergeant and Administrative Officer as needed.
- (d) Squad Leaders assist with the demeanor of the class and help “set the tone” during both classroom instruction and during formation and class breaks.

Section 13.04 ***Class President:*** During the final two months of classes, the Senior Class interns will choose a Class President. The interns should select the person to be Class President that best exemplifies a model Public Safety Education and Training Program intern. The Class President will assume the duties of Class Sergeant during the last weeks of the Internship Program. The Class President will represent the Class at graduation exercises and deliver the class speech.

Article XIV. UNIFORM REGULATIONS

Section 14.01 *Class "A" Uniform:* The uniform shirt shall be short-sleeved, tan in color, cotton and polyester, soil release finish, permanent press with military creases. Creases shall be pressed-in, not sewn-in. Correctly associated "Public Safety Education and Training Program" patches shall be affixed to both sleeves. The Internship Staff shall issue the patches. White cotton, crew neck T-shirt shall be worn under the uniform shirt. The uniform pants are "Dickie" brand, olive green combed cotton with pressed in creases.

- (a) Black basket weave belt with chrome belt buckle.
- (b) Black cotton, long sleeved windbreaker with "Public Safety Education and Training Program" logo sewn in on the left front breast area.
- (c) Black leather, round smooth toes boots or shoes. No "cowboy" style boots and no steel-toed boots/shoes of any type. Footwear shall be black shoes or boots that can be shined to a high luster. Interns shall keep their boots/shoes shined at all times.
- (d) Black cotton socks.
- (e) Black ball cap with "Public Safety Education and Training Program" logo sewn in.

Section 14.02 *Class "B" Uniform:* The uniform shirt shall be a white polo shirt with the "Public Safety Education and Training Program" logo on the left front breast area. A white cotton crew neck T-shirt may be worn under the polo shirt. The uniform pants are class "A" brand, olive green with pressed in creases.

Section 14.03 Uniforms shall be kept neatly pressed and properly tailored. Buttons shall be kept in good repair and always buttoned. A handkerchief may be carried in the right rear pants pocket. No other items are to be carried in or on the uniform. The gig-line shall be maintained properly. (The "gig-line" is the straight line of the button placket, belt buckle and trouser fly). Uniforms shall be kept lint and thread free.

Section 14.04 Interns shall have **all required uniforms and equipment with them at all times**. Interns shall be issued a large black canvas bag. The bag remains the property of the Public Safety Education and Training Program. There is sufficient storage room in the bag for uniforms and equipment and **shall** be brought to **all** class sessions.

Section 14.05 If you are an explorer scout or cadet with a law enforcement agency, you **must wear** the Public Safety Education and Training Program uniform to promote teamwork with the other students. **Your explorer or cadet uniform may be used for formal inspections.**

Section 14.06 Class “A” and Class “B” uniform shirts shall not be worn to or from the Academy unless they are fully covered by a “civilian” jacket or other similar clothing. This includes, but is not limited to, the lunch period.

Section 14.07 Physical Training “PT” Uniform: the uniform shirt shall be white cotton, crew neck T-shirt. Black running shorts **and** Spandex type knee length shorts. The Spandex shorts shall be worn under the running shorts. All shorts shall be worn at normal waist height.

- (a) Gray cotton, long sleeved sweatshirt.
- (b) Athletic shoes suitable for running/jogging.
- (c) White cotton “tube” type socks.
- (d) Black ball cap with “Public Safety Education and Training Program” sewn in.

Note: Male students may wear an athletic supporter if they feel the running short liner is not sufficient.

Note: Female students shall wear a brassiere that provides proper support, i.e., sports or running type bra, etc.

Article XV. MEMORANDUMS

Section 15.01 Interns enrolled in the Public Safety Internship Academy have been afforded an opportunity not normally provided to interns involved in “public safety” programs. Going back over many years, there has always been “one way” to write memorandums, and that way is with paper and pencil. However, the computer age arrived and with computer courses now taught in most schools, thinking is slowly changing. The Public Safety Internship Academy encourages interns to enroll in computer classes as a part of this course. To make use of newly acquired skills, permission was granted to have interns with access to a computer, complete their memorandums by use of said computer. While this is not mandatory, computer use is encouraged.

Section 15.02 There are six basic types of memorandums that interns may be required to submit to the Internship Staff. All memorandums are due the next class meeting unless otherwise directed. The six types of memorandums are:

- (a) Absence
- (b) Disciplinary
- (c) Illness
- (d) Information
- (e) Injury
- (f) Research

Section 15.03 All memorandums are read and graded. Memorandums shall contain the 5 “W’s” and an “H”. WHO, WHAT, WHERE, WHEN, WHY, and HOW. Who assigned the memorandum? What were you doing when you received the memorandum? Where were you when you received the memorandum? When were you assigned the memorandum? Why were you assigned the memorandum? How will you address the problem so it does not happen again?

Article XVI. GRADING POLICY FOR ALL WRITTEN ASSIGNMENTS: ACCOUNTABILITY

Section 16.01 All interns are responsible for all assignments. If you arrive to class late, must leave early, or miss the entire day, you are still responsible to complete and turn in all assignments on the next class date (unless specifically advised by Staff that another date is acceptable). It is your responsibility to obtain assignment information, class notes, or whatever else is necessary to remain current with the rest of the class.

Section 16.02 All interns are responsible for obtaining notes from another student if any class or portion of a class is missed. Notes can be obtained through the Class Sergeant, Administrative Officer, or respective Squad Leader.

Section 16.03 All interns are responsible for all test questions on a test. If a class or part of a class was missed, interns are still responsible for the information to be tested. Interns will not be “given credit” for a question(s) because they were not present. Interns are Accountable and Responsible for themselves.

Section 16.04 Assignments are due on the due date. If an intern misses a day because of an excused absence, the assignment is due the following date the class meets, or as soon as the intern returns to resume classes.

(a) See each instructor’s syllabus for grading policy.

Article XVII. HANDWRITTEN MEMORANDUMS

Section 17.01 *Here are the rules and the format:* Handwritten

Memorandums shall be handwritten using upper case (capital letters) block printing. All memorandums will be written in **black ink (only!!!)**. Erasable ink and white out are not allowed.

If there is need to white something out, **begin again** because the memorandum will be returned as unacceptable. All written material shall be free from obvious corrections and messy erasures. All memorandums shall be submitted on (standard, not wide) **white**, lined notebook paper, standard college ruled, **8 ½” x 11”**. **Be sure you check the paper size. Not all “College Ruled Paper” is the same.** All pages will be uniform in size and appearance.

- (a) No spiral bound (tear out) paper shall be used. If it is not 8 ½” x 11”, the instructions on how to format (listed below) will not work! No other paper is acceptable.
- (b) All submitted material is hand printed in **black ink** using block printing. Upper case letters (capital letters) **only** are to be used. Materials submitted will be returned for grammatical, syntax, **spelling**, content, or structural errors.
- (c) All memorandums will have a cover page. The cover page “counts as page one” and contains specific information in a specific format. Looking at a page of 8 ½” x 11” paper, there are two lines running up and down, on either side of the page. Everything is **centered between those lines (on every page that follows too)**. On the top (or first) line write out “Public Safety Internship Academy” (Be sure it is centered).
- (d) Starting on the TOP line, center the words “Public Safety Internship Academy”. Be sure you are equally divided on either side of center.

- (e) Next find the **exact center** of the page. You can do this by counting all the lines and divide the lines by half. Now you have located the middle of the paper. Now find the center of that line. You should be at the **exact center**. To the **left half** of that exact center, write the **type** of memorandum. For example: RESEARCH. To the **right half** of that exact center, write the work MEMORANDUM. If you completed this correctly, you should be able to hold the paper up in front of you and those two words should be centered in the middle of the page.
- (f) Still on the same page, go down to the **bottom left** (but stay inside the up and down line). Count up six (6) lines from the bottom and at the left up and down line you will begin. On line one (1) of the six, block print the words "TRAINING STAFF". On line two (2) write "MARTIN MEDINA, ACADEMY COORDINATOR". The "T" in Training and the "M" in Martin should be lined up. On line three (3) write "OSCAR GARCIA, ACADEMY COORDINATOR". The "O" should line up under the "M" in Martin. Now leave lines four (4), five (5) and six (6) **empty**. You are done on the left side of the page.
- (g) Moving to the right side of the paper, you will be using the same six (6) lines you used on the left. **But**, remember the words you write will **end** at the red line on the right side, so **plan ahead** to be sure you have enough room (and NOT go past the red line). On line one (1) of the six, block print YOUR first initial and last name (Example: "S. JOHNSON"). On line two (2) write "SQUAD _____". "SQUAD" would be followed by the number of the squad you are assigned to (Example: "SQUAD 3"). Check to be sure that the "S" in squad is directly below the initial of your first name. On line three (3) of six write in "CLASS _____". (Example: "CLASS 4A"). Check to be sure the "S" in squad and the "C" in class are lined up. On line four (4) of six you will add the date. **Notice the way it is written. Numerically.** (Example: 09/12/00 or 09-12-00). The date you write is the date the memorandum was assigned.

- (h) That completes the **cover page**. Nothing else is added to this page. **Tip:** The same format (spacing) is used on **every** memorandum. Make yourself a “master sheet” that you can trace from. This will save you time and help you to “get it right”.
- (i) **Now we move to the next page. It is NOT the same as the first, so READ the instructions provided.**
- (j) This is the information for the second page.
- (k) On the top line of the body of the report you will write “MEMORANDUM”. The word memorandum is **centered** in the middle between the two up and down lines on either side of the paper.
- (l) Using the left side of the paper, count down three (3) lines. Just inside the up and down line block print the word “**DATE**”. At the end of the “E” place a colon (:). To the right of the colon write in the date. This date is the date **you prepared the report**, not the assignment date (unless they are the same).
- (m) **Tip:** Remember this area needs to line up, so plan **how** you are going to accomplish this. The first letter of your first name should be lined up directly under the first number of the date you wrote in. So check the amount of space you need to make it “fit” correctly.
- (n) On the fourth (4th) line down, directly below “DATE”, block print the word “**FROM**”, and again follow the word with a colon. To the right of the colon, and in line with the first number of the date, write your name, “JOHN SAWYER”, followed by a comma (,) and then write in your student status. That means you write in “Last Name”, INTERN”
- (o) On the fifth (5th) line from the top, block print the word “**TO**”, again, followed by a colon. Being sure to line up with the first letter of your first name, you will write in the name of the person who actually assigned the memorandum. This name could be one of the Internship Staff, or one of the instructor’s, or a member of the Academy Staff. Names are written in the same manner you wrote your name, **but** their status is different than yours. So, it might be ACADEMY COORDINATOR, DEPUTY, or SERGEANT that follows the name. You need to write in the person’s title. The correct way would look like this: “TOM JOHNSON, DEPUTY”.

- (p) On the seventh (7th) line (that means line six (6) is blank) you will block print the word “**SUBJECT**”, followed by a colon. To the right of “**SUBJECT**”, you will be writing WHAT the memorandum is about. You’re going to give it a short title. For example: AUTOBIOGRAPHY; HOURS MISSED; LATE FOR CLASS; FAILURE TO SHAVE; VERBAL JUDO 8 STEP, and so on. The purpose of the short title is to **explain** to the reader **what** you are writing about.
- (q) On the tenth (10th) line from the top (that means lines 8 and 9 are blank) you will begin writing the assignment. You are still inside the up and down line, all the way to the left. **Do not indent the first word.** Write all the way over to the other up and down line on the right side of the paper. **Do not write past (or through) the line.** If the word does not “fit”, hyphenate (-) the word (at the proper location) and finish the word on the next line. (Example: The word PLACEMENT does not “fit”. Hyphenate between PLACE and MENT so it looks like this PLACE-MENT. **NOT ALL WORDS CAN BE HYPHENATED! SO CHECK.** If the word will not fit properly, move the entire word to the next line. Don’t try to “jam” the letters together to “make it fit”.
- (r) Note: Be sure to leave **One (1) line between paragraphs.** If a paragraph ends with just one word on the line, you still leave one empty line and then begin the next paragraph.
- (s) If you have more pages in continuation, the pages need to be numbered. The COVER PAGE is NOT counted as page 1. To number the pages, count up two (2) lines from the bottom of the page, and CENTERED between the up and down lines, block print the number LIKE THIS: **(1) (2) (3) NOT PAGE 1, or P-1, or PG3.** Write to within one (1) line of the page number **and stop.** Move on to the next page.
- (t) If there is a page three (3), **do not add any more headings.** Start your paragraph **on the second (2nd) line.** Again, write **between** the up and down lines and do not write **through** the up and down lines.

- (u) When the memorandum is completed, **place one (1) staple (only) in the upper left hand corner.** Do not use paper clips!! There are staplers in the classrooms.
- (v) **NOW...PROOF READ YOUR WORK.** Is the work complete? Words spelled correctly? Everything formatted correctly? Is the work neat and clean? Are **YOU** proud of the finished product? If the answer to any question is “No”, then you need to correct it.
- (w) Unless you are specifically directed to do otherwise, memorandum in **any** other format will not be accepted.
- (x) All assignments shall be turned in **prior to the start of classes.** The work shall be turned in to your squad leader. The squad leader shall review your work and: 1. Turn the work in to the Administrative Officer, or 2. Return the work because it is not complete. **Only the class sergeant or Administrative Officer shall turn work in to the Internship Staff Office.**

NOTES:

MEMORANDUMS

HANDWRITTEN EXAMPLES

PUBLIC SAFETY INTERNSHIP ACADEMY

RESEARCH MEMORANDUM

TRAINING STAFF

MARTIN MEDINA, ACADEMY COORDINATOR

OSCAR GARCIA, ACADEMY COORDINATOR

S.JOHNSON

SQUAD 2

CLASS 4A

09/12/01

MEMORANDUM

DATE: 09-12-01
FROM: FREDRICK STUDENT, INTERN
TO: MARTIN MEDINA, ACADEMY COORDINATOR

SUBJECT: DEFINE AND LIST THE ELEMENTS OF P.C. 459

ON 09-12-01, AT ABOUT 1600 HOURS, MR. MEDINA INSTRUCTED ME TO PREPARE A MEMORANDUM DEFINING AND LISTING THE ELEMENTS OF PENAL CODE SECTION 459.

PENAL CODE SECTION 459 IS DEFINED AS: EVERY PERSON WHO ENTERS ANY HOUSE, ROOM APARTMENT, TENEMENT, SHOP, WAREHOUSE, STORE, MILL, FARM, STABLE, OUTHOUSE, OR OTHER BUILDING, TENT, VESSEL, AS DEFINED IN SECTION 21 OF THE HARBORS AND NAVIGATION CODE, FLOATING HOME, AS DEFINED IN SUBSECTION (d) OF SECITON 18075.55 OF THE HEALTH AND SAFETY CODE, RAILROAD CAR, LOCKED OR SEALED CARGO CONTAINER, WHETHER OR NOT MOUNTED ON A VEHICLE, TRAILER COACH, AS DEFINED IN SECTION 635 OF THE VEGICLE CODE, AND ANY HOUSE CAR, AS DEFINED IN SECITON 362 OF THE VEHICLE CODE, INHABITED CAMPER, AS DEFINED IN SECTION 243 OF THE VEHICLE CODE, VEHICLE AS DEFINED BY THE VEHICLE CODE WHEN THE DOORS ARE LOCKED, AIRCRAFT AS DEFINED BY SECTION 210121 OF THE PUBLIC UTILITIES CODE, OR MINE OR ANY UNDERGROUND PORTION THEREOF, WITH THE INTENT TO COMMIT GRAND OR PETIT LARCENY OR ANY FELONY IS GUILTY OF BURGLARY.

THE ELEMENTS ARE: 1) TO ENTER; 2) WITH INTENT TO COMMIT GRAND OR PETIT LARCENY; 3) OR ANY FELONY.

(1)

PUBLIC SAFETY PUBLIC SAFETY INTERNSHIP ACADEMY

INFORMATION MEMORANDUM

TRAINING STAFF
MARTIN MEDINA, ACADEMY COORDINATOR
OSCAR GARCIA, ACADEMY COORDINATOR

S.JOHNSON
SQUAD 2
CLASS 4A
09/12/01

MEMORANDUM

DATE: 09-12-01
FROM: SALLY STUDENT, INTERN
TO: MARTIN MEDINA, COORDINATOR

SUBJECT: FAILURE TO COMPLETE ASSIGNMENT

WHILE IN CLASS ON 09-12-01, AT ABOUT 1400 HOURS, MR. MEDINA ASKED ME WHY I HAD FAILED TO COMPLETE MY PHYSICS ASSIGNMENT FROM THE PREVIOUS WEEK. I TOLD MR. MEDINA THAT THE ASSIGNMENT HAD BEEN COMPLETED ON TIME, HOWEVER I HAD FAILED TO BRING THE ASSIGNMENT TO CLASS WITH ME.

MR. MEDINA INSTRUCTED ME TO SUBMIT A MEMORANDUM EXPLAINING WHAT STEPS I WOULD TAKE TO INSURE I DID NOT FORGET ASSIGNMENTS IN THE FUTURE.

I UNDERSTAND THAT IT IS TOTALLY MY RESPONSIBILITY TO INSURE THAT ALL ASSIGNMENTS ARE DONE, DONE ON TIME, AND MEET THE STANDARDS OF THE PSETP. WHILE I DID COMPLETE THE ASSIGNMENT, I FAILED TO BRING THE COMPLETED ASSIGNMENT TO CLASS AS DIRECTED. I CANNOT BE A LEADER UNLESS I CAN FIRST LEARN TO FOLLOW DIRECTIONS.

TO INSURE THAT THIS DOES NOT HAPPEN AGAIN, I WILL BEGIN ASSIGNMENTS EARLIER, MAKE SURE THAT I PLACE THE ASSIGNMENT IN THE BLACK CANVAS PSETP BAG PROVIDED TO EACH INTERN. THIS WILL BE DONE AS SOON AS THE ASSIGNMENT IS COMPLETED. BY PLACING THE ASSIGNED WORK IN THE BAG INSTEAD OF ON MY DRESSER, I WILL BE SURE TO HAVE THE ASSIGNMENT IN ON TIME. I KNOW THIS BECAUSE, AS DIRECTED, I NEVER FAIL TO TAKE MY BAG TO CLASS. THIS TYPE OF INCIDENT WILL NOT HAPPEN AGAIN.

(1)

PUBLIC SAFETY PUBLIC SAFETY INTERNSHIP ACADEMY

ABSENCE MEMORANDUM

TRAINING STAFF

MARTIN MEDINA, ACADEMY COORDINATOR

OSCAR GARCIA, ACADEMY COORDINATOR

S. JOHNSON

SQUAD 2

CLASS 4A

09/12/01

MEMORANDUM

DATE: 09-12-01
FROM: SALLY STUDENT, INTERN
TO: MARTIN MEDINA, ACADEMY COORDINATOR

SUBJECT: CLASS MISSED DUE TO ILLNESS

ON 09-12-01, AT ABOUT 1330 HOURS, I CONTACTED SR. DEPUTY GARCIA VIA TELEPHONE. I TOLD MR. GARCIA THAT I WAS ILL AND WOULD NOT BE ATTENDING CLASSES ON 09-03-01. I WAS INSTRUCTED TO SUBMIT AN ABSENCE MEMORANDUM BEFORE START OF CLASS THE FOLLOWING SATURDAY.

I DID NOT ATTEND CLASSES BECAUSE I WAS HOME WITH A STOMACH ACHES. THIS ILLNESS MAY HAVE BEEN BROUGHT ON BY THE SEVEN (7) LARGE COKE'S, NINE (9) HAMBURGERS, THIRTEEN (13) TACOS, ONE (1) TRIPLE CHERRY ICE CREAM CONE, WITH SPRINKLES, AND ONE (1) TWINKIE. I CAN'T BE SURE, BUT I HAVE RULED OUT ALL OTHER POSSIBLE REASONS. I NOW REALIZE THAT I AM GETTING OLDER AND I MAY NOT BE ABLE TO EAT AS MUCH AND AS OFTEN AS I WAS ABLE TO WHEN I WAS YOUNGER.

TO PREVENT THIS FROM OCCURRING IN THE FUTURE, I WILL LIMIT MY NOON MEAL TO TWO (2) LARGE COKE'S, THREE (3) HAMBURGERS, SIX (6) TACOS, ONE (1) TRIPLE CHEER ICE CREAM CONE (WITHOUT SPRINKLES), AND I'LL SKIP THE TWINKIE ALL TOGETHER. BY WATCHING MY DIETARY INTAKE, I CAN LOSE WEIGHT, FEEL BETTER, SLEEP BETTER, AND INSURE THAT I AM ABLE TO BE IN CLASS AS MY FELLOW STUDENTS EXPECT OF ME.

(1)

Article XIII **COMPUTER GENERATED MEMORANDUMS**

Section 18.01 **Here are the rules and the format: Computer Generated:**

- (a) Computer generated memorandums **do not follow** the same format as handwritten. Computer generated memorandums shall be written on standard white 8 ½" x 11" computer quality paper. Use **black ink**, no other colors are acceptable. No white out shall be used. If there are errors to be corrected, re-print a new "finished product".
- (b) The font style shall be **Times New Roman**. Font size shall be **12**.
- (c) If the paper being used is perforated along the outside edges, remove the perforated part before turning in the assignment.
- (d) All submitted material shall be in upper case (capitals), and formatting that indicates areas to be bolded shall be bolded per the examples provided. Materials submitted will be returned for grammatical, syntax, **spelling**, content, or structural errors.
- (e) TIP: Do not rely on your computers **spell-check** alone to check spelling. Words that are spelled like another (Weather-Whether). A wrong word (usage) spelled correctly, a wrong word (that you didn't mean to use) spelled correctly, and sound alike words will not register with spell-check as misspelled. If you don't check the spelling **yourself**, or have someone else proofread it, you may make errors that should not be made, resulting in your paper being returned stamped "RESUBMIT".
- (f) All memorandums will have a cover page. The cover page "counts as a page of work, however, placing the number at the bottom of the page will begin on the second page. Before you begin your work, **check the margin settings**. If the margin settings are set wrong (for this format), everything you create will be wrong because you started off wrong.
- (g) To check the margin settings, go to **File** and click. Open **Page Setup**. The upper left reads **Margins**. It reads TOP/BOTTOM/LEFT/RIGHT. You may also see HEADER/FOOTER.

- (h) Set TOP 1"
- (i) Set BOTTOM 1"
- (j) Set LEFT 1.25"
- (k) Set RIGHT 1.25"
- (l) "From edge"
 - ❖ HEADER 0.5"
 - ❖ FOOTER 0.5"
- (m) Also click to check box: "Apply to Whole Document"
- (n) Click "O.K." ...You should be set. You will automatically be returned to the blank page.

Note: This is from Microsoft Word. If you have a different program format, you need to talk with your computer teacher.

- (o) On the first line of the paper, place the cursor in the center of the line. Using **BOLD**, print out "**Public Safety Internship Academy**".
- (p) You will now be working with the entire page. Next find the **exact center*** of the page. You can do this by counting all the lines from the top to the bottom and divide by half. (* There are 46 lines from top to bottom. One half ($\frac{1}{2}$) is 23 lines from either the top or the bottom of the page. At line 23 click on **center** icon and you will be in the middle of the page. You are ready to write out the type of memorandum you are going to prepare. For example: "**INFORMATION MEMORANDUM**". The words should be self-centered already.
- (q) Go to the bottom of the page (to the dotted line). Set your cursor to the left edge. Using the **up arrow**, go up six (6) lines. On the sixth line up from the bottom (which now becomes the first line) **bold** and **uppercase**, write "**TRAINING STAFF**". On the next line down, using the same format, write "**MARTIN MEDINA, ACADEMY COORDINATOR**". On the next line down, using the same format, write "**OSCAR GARCIA, ACADEMY COORDINATOR**". You have used lines 6-5-4. Leave lines 3, 2 and 1 blank. The first letter of the first word on each line should be in line. You are done on the left side.

- (r) Move to the bottom right side of the paper, using your Tab. You will move up the same six (6) lines as you did on the left side. On the top line (Directly across the paper from **“TRAINING STAFF”**) you will **Bold** and **Upper case** and write your first initial followed by your last name. **Note:** Write your initial, followed by your last name. Make your name fit on one line. This means that not everyone will have their paper aligned exactly the same. Some names are longer than others. Set the **Tab** to fit **your** name. The last letter of your last name should be right at the margin line. (That means no extra spaces left over). On the next line down, **Bold** and **Uppercase** **“SQUAD _____”**. The “S” in SQUAD should be directly under the initial of your first name. Following “SQUAD”, write in the number of the squad you are assigned to. For example: “SQUAD 4”, “SQUAD 1”. On the next line down, **Bold** and **Uppercase** **“CLASS _____”**. The “C” in class should be directly under the “S” in squad. Following “CLASS”, write in the number and letter of your class. For example: **“CLASS 4B”**, **“CLASS 5A”**. On the next line down, **Bold** and add the date. **Notice the way it is written. Numerically.** For example: 09/14/00 or 09-14-00. The date you write is the date the memorandum was assigned. The first number of the date should be directly below the “C” in class. You have used lines 6-5-4-3. Leave lines 2 and 1 blank. The first letter of the first word (or number) should be in line. You are done with the right side.
- (s) That completes the cover page. Once you have it all correct, **save it to disk**. By saving to disk, you will not have to start “all over” with each new assignment.
- (t) **Now we move to the next page. It is NOT the same as the first, so READ the instructions provided.**
- (u) On the **top** line of the body of the report, click the **center** justify icon and **bold**. Write the word **“MEMORANDUM”**.

- (v) Next click the Left justify and then move down to the 4th line. **Bold** and **Upper case** the word **“DATE”**. At the end of the “E” place a colon (:). **Tab** over (about 7 spaces) from the colon and write the date (remembering the correct format: 09-20-00 or 09/20/00). This date is the date **you prepared the report**, not the assignment date (unless they are the same).

Tip: Remember this area needs to line up, so plan HOW you are going to accomplish this. The first letter of your first name should be lined up directly under the first number of the (numerical) date you wrote in. So check the amount of space you need to make it “fit” correctly. That is why (about 7 spaces) is written above. You must adjust to fit.

- (w) Remaining at **Left** justify, move down to the 5th line. Directly below the “D” in DATE, **Bold** and **Upper case**, then write the word **FROM**. At the end of the word place a colon (:). **Tab** over to even with the first number of the date you wrote in. At this location you will write in your name. First name, last name, followed by a comma, followed by “INTERN”. (For example: TOM LOVEJOY, INTERN).
- (x) Remaining at **Left** justify, move down to the 6th line. Directly below the “F” in FROM, **Bold** and **Upper case**, then write the word **TO**. At the end of the word place a colon (:). **Tab** over to even with the first letter of your first name. At this location you will write in the name of the person to whom the memorandum is being sent. (For example: MARTIN MEDINA (followed by a comma (,) ACADEMY COORDINATOR).
- (y) Still at **Left** justify, move down to the 8th line (nothing on the 7th line). Directly in line with the “T” in TO, **Bold** and **Upper case**, then write the word **SUBJECT**. At the end of the word place a colon (:). **Tab** over to even with the first letter of the first name of the subject the memorandum is being sent to and write in the subject you are writing about. **The subject area tells the reader what it is that the memorandum is about** (or dealing with). (For example:

AUTOBIOGRAPHY, LATE TO FORMATION,
ABSENCE, ILLNESS, INJURY,
INFORMATION ON INCIDENT, and DEFINE
THE ELEMENTS OF PC 496).

Tip: Looking at your paper, the **Bolded** words are at **Left** justified. The first number of the (numerical) date, the first letter of your first name, the first letter of the first name of the person the memorandum is going to, **and** the first letter of the first word of the subject title **are lined up one under the other**. If for some reason they are not, this is the time to make the correction.

- (z) Move down to the 11th line (nothing on lines 9 and 10) and begin writing your assignment. **Do not indent the first word.**

Note: Be sure to leave **one (1) line between paragraphs**. If a paragraph ends with just one word on the line, you still leave one empty line and then begin the next paragraph.

- (aa) If you have more pages in continuation, the pages need to be numbered. The Cover Page is **NOT counted** as page one even though the cover page is considered as a page of the overall assignment. To number the pages, **count up two (2) lines from the bottom of the page, and using the Center icon, put in the number. (Don't forget that your FOOTER is already set at 1" plus the two lines).**
Write to within one (1) line of the page number and stop. Move to the next page.
- (bb) **If there is a page three (3), DO NOT add any more headings. Start your new page on the top line (again remembering you already have a built in 1" HEADER).**
- (cc) When the memorandum is completed, **place one (1) staple (only) in the upper left hand corner.** Do not use paper clips. There are staplers in the classrooms.
- (dd) **Now...Proof read your work. Is the work complete? Words spelled correctly? (Don't just rely on Spell Check) Is the work neat and clean? Are you proud of the finished product? If the answer to any question is "No", then you need to correct it and print out a "clean" copy.**

- (ee) Unless you are specifically directed to do otherwise, memorandums in **any** other format will not be accepted.
- (ff) All assignments shall be turned in **prior to the start of classes**. The work shall be turned in to your squad leader. The squad leader shall review your work and:
 - i. Turn the work in to the Administrative Officer, or
 - ii. Return the work because it is not complete.
Only the class sergeant or Administrative Officer shall turn work in to the Internship Staff Office.

MEMORANDUMS

COMPUTER GENERATED EXAMPLES

PUBLIC SAFETY INTERNSHIP ACADEMY

PAPER: 8 ½" X 11" STANDARD PRINTER PAPER

MARGINS: TOP: 1", BOTTOM: 1", LEFT: 1.25", RIGHT: 1.25", GUTTER: 0

TOP TO BOTTOM: 46 LINES TOTAL

CENTER LINE: 23 LINES

"TRAINING STAFF": 6 LINES FROM BOTTOM (OR LINE 40)

COLUMNS ACROSS: 136 ½ (OR CENTER) 68 2/3 (START RIGHT) 90*

90* CAN BE ADJUSTED **LEFT** TO ENSURE STUDENTS NAME FITS

FONT: TIMES NEW ROMAN FONT SIZE: 12

COVER PAGE: **CAPS/BOLD**

ABSENCE MEMORANDUM

TRAINING STAFF

MARTIN MEDINA, ACADEMY COORDINATOR

OSCAR GARCIA, ACADEMY COORDINATOR

SALLY STUDENT

SQUAD 4

CLASS 4B

10-12-01

PUBLIC SAFETY INTERNSHIP ACADEMY

ABSENCE MEMORANDUM

TRAINING STAFF
MARTIN MEDINA, ACADEMY COORDINATOR
OSCAR GARCIA, ACADEMY COORDINATOR

SALLY STUDENT
SQUAD 4
CLASS 4B
10-12-01

MEMORANDUM

DATE: 10-12-01
FROM: SALLY STUDENT, INTERN
TO: MARTIN MEDINA, ACADEMY COORDINATOR
SUBJECT: CLASS MISSED DUE TO ILLNESS

ON 10-12-01, AT ABOUT 1330 HOURS, I CONTACTED SR. DEPUTY GARCIA VIA TELEPHONE. I TOLD MR. GARCIA THAT I WAS ILL AND WOULD NOT BE ATTENDING CLASSES ON 10-03-01. I WAS INSTRUCTED TO SUBMIT AN ABSENCE MEMORANDUM BEFORE START OF CLASS THE FOLLOWING SATURDAY.

I DID NOT ATTEND CLASSES BECAUSE I WAS HOME WITH A STOMACH ACHE. THIS ILLNESS MAY HAVE BEEN BROUGHT ON BY THE SEVEN (7) LARGE COKES, NINE (9) HAMBURGERS, THIRTEEN (13) TACOS, ONE (1) TRIPLE CHERRY ICE CREAM CONE, WITH SPRINKLES, AND ONE (1) TWINKIE. I CAN'T BE SURE, BUT I HAVE RULED OUT ALL OTHER POSSIBLE REASONS. I NOW REALIZE THAT I AM GETTING OLDER AND I MAY NOT BE ABLE TO EAT AS MUCH AND AS OFTEN AS I WAS ABLE TO WHEN I WAS YOUNGER.

TO PREVENT THIS FROM OCCURRING IN THE FUTURE, I WILL LIMIT MY NOON MEAL TO TWO (2) LARGE COKES, THREE (3) HAMBURGERS, SIX (6) TACOS, ONE (1) TRIPLE CHEER ICE CREAM CONE (WITHOUT SPRINKLES), AND I'LL SKIP THE TWINKIE ALL TOGETHER. BY WATCHING MY DIETARY INTAKE, I CAN LOSE WEIGHT, FEEL BERTTER, SLEEP BETER, AND INSURE THAT I AM ABLE TO BE IN CLASS AS MY FELLOW STUDENTS EXPECT OF ME.

PUBLIC SAFETY EDUCATION AND TRAINING PROGRAM

PAPER: 8 ½" X 11" STANDARD PRINTER PAPER

MARGINS: TOP: 1", BOTTOM: 1", LEFT: 1.25", RIGHT: 1.25", GUTTER: 0

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90* CAN BE ADJUSTED **LEFT** TO ENSURE STUDENTS NAME FITS

FONT: TIMES NEW ROMAN FONT SIZE: 12

COVER PAGE: **CAPS/BOLD**

RESEARCH MEMORANDUM

TRAINING STAFF

MARTIN MEDINA, ACADEMY COORDINATOR

OSCAR GARCIA, ACADEMY COORDINATOR

FRED STUDENT

SQUAD 1

CLASS 5B

10-12-01

PUBLIC SAFETY INTERNSHIP ACADEMY

RESEARCH MEMORANDUM

TRAINING STAFF
MARTIN MEDINA, ACADEMY COORDINATOR
OSCAR GARCIA, ACADEMY COORDINATOR

FRED STUDENT
SQUAD 1
CLASS 5B
10-12-01

MEMORANDUM

DATE: 10-12-01
FROM: FREDRICK STUDENT, INTERN
TO: OSCAR GARCIA, SR. DEPUTY

SUBJECT: DEFINE AND LIST THE ELEMENTS OF P.C. 459

ON 10-12-01, AT ABOUT 1600 HOURS, SR. DEPUTY OSCAR GARCIA INSTRUCTED ME TO PREPARE A MEMORANDUM DEFINING AND LISTING THE ELEMENTS OF PENAL CODE SECTION 459.

PENAL CODE SECTION 459 IS DEFINED AS: EVERY PERSON WHO ENTERS ANY HOUSE, ROOM APARTMENT, TENEMENT, SHOP, WAREHOUSE, STORE, MILL, FARM, STABLE, OUTHOUSE, OR OTHER BUILDING, TENT, VESSEL, AS DEFINED IN SECTION 21 OF THE HARBORS AND NAVIGATION CODE, FLOATING HOME, AS DEFINED IN SUBSECTION (d) OF SECITON 18075.55 OF THE HEALTH AND SAFETY CODE, RAILROAD CAR, LOCKED OR SEALED CARGO CONTAINER, WHETHER OR NOT MOUNTED ON A VEHICLE, TRAILER COACH, AS DEFINED IN SECTION 635 OF THE VEGICLE CODE, AND ANY HOUSE CAR, AS DEFINED IN SECITON 362 OF THE VEHICLE CODE, INHABITED CAMPER, AS DEFINED IN SECTION 243 OF THE VEHICLE CODE, VEHICLE AS DEFINED BY THE VEHICLE CODE WHEN THE DOORS ARE LOCKED, AIRCRAFT AS DEFINED BY SECTION 210121 OF THE PUBLIC UTILITIES CODE, OR MINE OR ANY UNDERGROUND PORTION THEREOF, WITH THE INTENT TO COMMIT GRAND OR PETIT LARCENY OR ANY FELONY IS GUILTY OF BURGLARY.

THE ELEMENTS ARE: 1) TO ENTER; 2) WITH INTENT TO COMMIT GRAND OR PETIT LARCENY; 3) OR ANY FELONY.

PUBLIC SAFETY INTERNSHIP ACADEMY

PAPER: 8 ½" X 11" STANDARD PRINTER PAPER

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FONT: TIMES NEW ROMAN FONT SIZE: 12

COVER PAGE: **CAPS/BOLD**

INFORMATION MEMORANDUM

TRAINING STAFF

MARTIN MEDINA, ACADEMY COORDINATOR

OSCAR GARCIA, ACADEMY COORDINATOR

SALLY STUDENT

SQUAD 3

CLASS 4A

10-12-01

PUBLIC SAFETY INTERNSHIP ACADEMY

INFORMATION MEMORANDUM

TRAINING STAFF

MARTIN MEDINA, ACADEMY COORDINATOR

OSCAR GARCIA, ACADEMY COORDINATOR

FRED STUDENT

SQUAD 1

CLASS 5B

10-12-01

MEMORANDUM

DATE: 10-12-01
FROM: SALLY STUDENT, INTERN
TO: MARTIN MEDINA, COORDINATOR
SUBJECT: FAILURE TO COMPLETE ASSIGNMENT

WHILE IN CLASS ON 10-12-01, AT ABOUT 1400 HOURS, MR. MEDINA ASKED ME WHY I HAD FAILED TO COMPLETE MY PHYSICS ASSIGNMENT FROM THE PREVIOUS WEEK. I TOLD MR. MEDINA THAT THE ASSIGNMENT HAD BEEN COMPLETED ON TIME, HOWEVER I HAD FAILED TO BRING THE ASSIGNMENT TO CLASS WITH ME.

MR. MEDINA INSTRUCTED ME TO SUBMIT A MEMORANDUM EXPLAINING WHAT STEPS I WOULD TAKE TO INSURE I DID NOT FORGET ASSIGNMENTS IN THE FUTURE.

I UNDERSTAND THAT IT IS TOTALLY MY RESPONSIBILITY TO INSURE THAT ALL ASSIGNMENTS ARE DONE, DONE ON TIME, AND MEET THE STANDARDS OF THE PSETP. WHILE I DID COMPLETE THE ASSIGNMENT, I FAILED TO BRING THE COMPLETED ASSIGNMENT TO CLASS AS DIRECTED. I CANNOT BE A LEADER UNLESS I CAN FIRST LEARN TO FOLLOW DIRECTIONS.

TO INSURE THAT THIS DOES NOT HAPPEN AGAIN, I WILL BEGIN ASSIGNMENTS EARLIER, MAKE SURE THAT I PLACE THE ASSIGNMENT IN THE BLACK CANVAS PSETP BAG PROVIDED TO EACH INTERN. THIS WILL BE DONE AS SOON AS THE ASSIGNMENT IS COMPLETED. BY PLACING THE ASSIGNED WORK IN THE BAG INSTEAD OF ON MY DRESSER, I WILL BE SURE TO HAVE THE ASSIGNMENT IN ON TIME. I KNOW THIS BECAUSE, AS DIRECTED, I NEVER FAIL TO TAKE MY BAG TO CLASS. THIS TYPE OF INCIDENT WILL NOT HAPPEN AGAIN.

FORMATIONS AND DRILL

The Public Safety Internship Academy is paramilitary with regard to the chain of command, bearing, uniforms, formations, drill and inspection. Because each and every intern has the potential to be called upon to serve in a leadership capacity, it is necessary that each intern knows and understands basic formation and drill commands.

The following pages outline a formation chain of command, the duties and responsibilities of each, and how they are carried out. Background in voice command, preparatory and execution commands, directives, and forming columns at correct intervals.

The guidelines provide background in voice control, distinctiveness, inflection and cadence as they relate to proper movement of the class. The guidelines provide direction in correct class formation, how to properly stand at attention, execute a facing movement as well as dismiss a class from formation.

It is the responsibility of each intern to study this section so that when called upon to provide direction and leadership, you will be ready.

FORMATIONS AND DRILL COMMANDS AND THE COMMAND VOICE

Drills and Command

- A. **DRILL COMMAND:** A drill command is an oral order of a Commander or leader.
1. A commander or leader is the Class Sergeant
 - a) In the absence of the Class Sergeant the Administration Officer shall assume the command or lead.
 2. Subordinate leaders are as follows:
 - a) 1st Squad leader
 - b) 2nd Squad leader
 - c) 3rd Squad leader
 - d) 4th Squad leader
- B. **TWO-PART COMMANDS:** Most drill commands have two parts, known as the preparatory command and the command of execution. Neither of these parts is actually a command by itself, but they are termed commands to simplify instructions.
1. **Preparatory Command:** This command states the movement to be carried out and mentally prepares the individual for its execution.
 1. In the command Forward ... MARCH the preparatory command is **Forward**.
 2. **Command of Execution:** This command tells the individual when the command is to be carried out.
 1. In Forward ... MARCH, the command of execution is **MARCH**.
- C. **REVOKE OR CANCEL A COMMAND:** The commander or leader gives AS YOU WERE to revoke a preparatory command that they had given.

The commander or leader may give AS YOU WERE to cancel a command of execution given at the halt. In this case, the movement stops and the individuals resume their former position.

- D. **COMBINED COMMANDS:** In some commands, the preparatory command and the command of execution are combined: for example-FALL IN, AT EASE and REST. These commands are given without inflection and at a uniform pitch and loudness.
- E. **SUPPLEMENTARY COMMANDS:** Are oral orders given by a subordinate leader to reinforce and complement a commander's order to insure proper understanding and execution of a movement.
1. They extend to the lowest subordinate leader exercising control over an element affected by the command as a separate element within the same formation, i.e., platoon and/or squad leaders.
 - a) A subordinate leader exercising control over their right shoulder, except when they base their command on the actions of an element on their left, then the command will be given over the left shoulder.
 2. Supplementary commands may be a preparatory command, a portion of a preparatory command or a two-part command.
 - a) They are normally given between the preparatory command and the command of execution.
 - b) Example: Two squads are in column formation, the command "Column of twos from the left [pause] MARCH.

At the pause, the first squad leader commands, FORWARD, second, third, and fourth squad leaders command STAND FAST [pause], MARCH.

On the command of MARCH, the first squad marches forward. At the appropriate time, the squad leaders of the second, third and fourth squads will command their respective squads to march forward.

If the command of Columns-of-file from the right (or left) is given, only one squad at a time marches forward. In this case the respective squad leaders will give the command of either FORWARD or STAND FAST.

3. Subordinate leaders for combined commands, i.e., FALL IN, AT EASE, or REST, do not give supplementary commands when the commands are given for the entire formation.

4. When the preparatory command of CLASS is given, the squad leaders immediately come to the position of attention and command, Squad.
 - a) The commander shall allow time for all supplementary commands to be given before giving the command of execution.
 - b) The command of execution is not given as a supplementary command.
- F. **DIRECTIVES:** Directives are oral orders given by the commander that direct or cause a subordinate leader to take action.
 1. Directives are given in sentence form and are normally prefixed by the terms-HAVE YOUR PLATOONS, SQUADS.
 2. The only directives on which a commander relinquishes squads their command are TAKE CHARGE OF YOUR SQUAD and DISMISS YOUR SQUAD.

GENERAL INFORMATION

- A. **FORMATIONS:** Composition of Academy formations shall be as follows:
 1. The class will be formed as a platoon.
 2. The platoon shall have four (4) or more squads, each squad having equal numbers, when possible.
 3. The Tactical Staff shall appoint squad Leaders. The squad leader is a part of the Academy chain of command.
 4. When there are two or more classes in session, each class shall be led by their respective Class Sergeant.
 5. If the classes are to be joined into one formation, the senior class, Class Sergeant shall assume command of all classes.
 - a). When this event occurs, the classes shall be addressed under commands of ACADEMY.
 6. In all formations, the Class Sergeant is the commander of the formation, and in his or her absence, the Administration officer shall assume command of the formation.

- a). In the absence of either of the two aforementioned class officers, a squad leader shall assume command, in decreasing numerical order, starting with the first (1st) squad, Squad Leader.
- B. FORMING AT NORMAL INTERVAL: When the command of FALL IN is given, students shall form into their respective squads in the following manner:
 1. Squads shall form in line formation facing the Class Sergeant, or formation leader, with the first squad in front, the second, third and fourth squads in line accordingly.
 2. Squad leaders shall assume the position of attention and extend their left arm indicating their position in the formation for their squad members to line on.
 3. Squad members shall double time to their respective squads. As each squad member joins the formation, they extend their left arm laterally at shoulder level, fingers and thumb extended and joined, palm down, to assist the person to their left to obtain normal interval.
 - a). At the same time each member turns their head and eyes to the right and obtains proper alignment.
 - b). As soon as the person to the left has obtained a normal interval, each person individually lowers their arm and assumes the position of attention.
 - c). The left flank person, or last squad member, does not extend their left arm.
- C. FORMING AT CLOSE INTERVAL: To form at close interval, the formation is completed in the same manner as prescribed for normal interval, with the following exceptions:
 1. The command to FALL IN is given as; At close interval, FALL IN.
 2. To obtain a close interval formation place the heel of the left hand on the left hip, even with the top of the belt line, fingers and thumbs joined and extended downward, with the elbow extended outward and in line with the body and touching the arm of the person to the left.
- D. FORMING IN COLUMN: To form in column is to stand at a right angle (90 degree), facing to the left of the Class Sergeant or formation leader.
 1. To obtain a column formation, the squad leaders take their respective places and immediately assume the position of attention.

2. Squad member's double time to their respective squads and cover on the person to their front.
 - a). To obtain the proper cover and alignment in a column formation, the squad members extend their right arm forward, fingers and thumbs extended and joined, touching the person in front of them on the right shoulder.
 - b). Once proper cover and alignment are obtained the right arm is dropped to the side and the position of attention is assumed.
- E. **ALIGNING THE SQUAD:** To align the squad at normal interval, the commands are Dress Right, DRESS, and READY, front.
1. On the command of execution, DRESS, each member of the squad, except the squad leader, turns their head to the right and extends their left arm and positions themselves by short right or left steps until their right shoulder touches the fingertips of the person to their right.
 - a). The last member of the squad positions themselves without raising their left arm.
 2. On the command of execution, FRONT, each squad member lowers their arm smartly to their side, at the same time turning their head and eyes to the front and resuming the position of attention.
- F. **ALIGNING AT CLOSE INTERVAL:** To align the squad at close interval, the commands are At Close Interval, Dress Right, DRESS, and Ready, FRONT.
1. Follow the same procedures as described in Section C-2. The arm, head and eye movements are the same as for normal interval alignment.
 2. On the command of execution, FRONT, the same procedures as described in Section E-2 are followed.
- G. **ALIGNING AT DOUBLE INTERVAL:** To align the squad at double interval, the commands are At Double Arm Interval, Dress Right, DRESS, and Ready, FRONT.
1. On the command of execution, DRESS, each member of the squad, except the squad leader and last person in the squad, turns their head to the right and extends both arms and positions themselves by short right or left steps until their fingertips are touching the fingertips of the person on their right and left.

- a). The squad leaders extend their left arms, keeping their head and eyes forward, remaining at the position of attention.
 - b). The last person in the squad extends their right arm only, and positions himself or herself accordingly.
2. On the command of execution, FRONT, the same procedures as described in Section E-2 are followed.

THE COMMAND VOICE

- A. **CORRECT COMMANDS:** Correctly delivered commands must be understood clearly by everyone in the formation. Correct commands have a tone, cadence, and snap that demand a willing, correct and immediate response.
- B. **VOICE CONTROL:** The loudness of the command is adjusted to the size of the formation.
 1. It is necessary for the voice to have carrying power, but excessive exertion is unnecessary and harmful.
 - a). A typical result of “trying too hard” is the almost unconscious tightening of the neck muscles to force sound out.
 - b). Ease is achieved through good posture, proper breathing, correct adjustment of throat and mouth muscles, and confidence.
 - c). The best posture for giving commands is the position of attention.
 2. The most important muscle used in breathing is the diaphragm, the large muscle that separates the chest cavity from the abdominal cavity.
 - a). The diaphragm automatically controls normal breathing and is used to control the breath in giving commands.
 - b). The cavities of the throat, mouth and nose act as amplifiers and help to give fullness (resonance) and projection to the voice.
- C. **DISTINCTIVENESS:** Distinctiveness depends on the correct use of your tongue, lips and teeth, which form the separate sounds of a word, and group the sounds into syllables.
 1. Distinct commands are effective; indistinct commands cause confusion. All commands can be pronounced correctly without loss of effect.

2. Place emphasis on correct enunciation. To enunciate clearly, make full use of your lips, tongue and lower jaw.
 3. To develop the ability to give clear, distinct commands, practice giving commands slowly and carefully, prolonging the syllables.
 4. Gradually increase your rate of delivery until you develop the proper cadence, still enunciating each syllable distinctly.
- D. **INFLECTION:** Inflection is the rise and fall in pitch and the tone changes of the voice.
1. The preparatory command should be given with a generally rising inflection. The most desirable pitch, when beginning the command is near the level of your natural speaking voice.
 2. The command of execution should have a sharper tone and in a slightly higher pitch than the last syllable of the preparatory command.
 - a). It must have plenty of snap.
 3. The commands FALL IN and FALL OUT are combined commands and should be given in the same tone of voice, with a snap to them.
- E. **CADENCE:** Cadence, in commands, means a uniform and rhythmic flow of words. The interval between commands is generally of uniform length for any given formation movement.
1. Cadence is necessary so everyone in the formation will be able to understand the preparatory command and will know when to expect the command of execution.
 2. For the platoon or squad in march, except when supplementary commands need to be given, the best interval of time is that which allows one step, or count, between the preparatory command and the command of execution.
 - a). The same interval is best for commands given at the halt.
 3. When supplementary commands are necessary, the commander should allow for one count between their preparatory command and their subordinate leader's supplementary command, and an additional count after the subordinates command, then gives their command of execution.

STATIONARY MOVEMENTS

- A. **INITIATION OF MOVEMENTS:** All movements are initiated from the position of attention. However, some rest movements may be commanded from each other.
- B. **POSITION OF ATTENTION:** This position is assumed at anytime the command of FALL IN is given, or when in formation, and at a position other than attention, and the command of Class, Platoon, Squad or Academy, ATTENTION, is given.
1. To assume this position bring the heels together smartly so they are on the same line and causing the toes to point outward at a forty-five (45) degree angle.
 2. Keep the legs straight without locking the knees. Hold the body erect with the hips level, chest lifted and arched, with the shoulders square and even.
 3. Let the arms hang straight, without stiffness, along the side of the thighs with the back of the hands turned outward, curling the fingers so the tips of the thumb are along side and touching the first joint of the forefingers.
 - a). Keep the thumbs straight and along the seams of the trousers with all fingertips touching the trouser legs.
 4. Keep the head erect and held squarely to the front with the chin drawn in so the axis of the head and chin is vertical.
 - a). Keep the eyes straightforward and fixed; do not look around while at the position of attention or while being addressed during inspections.
 5. Rest the weight of the body equally on the heels and balls of the feet.
 - a). Remain silent, except when replying to a question or when directed otherwise.
- C. **REST POSITION AT THE HALT:** The following positions are assumed only when at the halt position.
1. **PARADE REST:** Commanded only from the position of attention. The command for movement is Parade, REST.

- a). On the command of execution, **REST**, move the left foot ten (10) inches to the left of the right foot so the feet are at approximate shoulder width at the completion of the movement.
 - b). Simultaneously, place the hands at the small of the back, centered on the belt. Keep the fingers of both hands extended and joined together by interlocking the thumbs so the palm of the right hand is outward.
 - c). Hold the head and eyes as at the position of attention. Remain silent and do not move.
 - d). Keep the legs straight, resting the weight equally on the heels and balls of both feet.
 - e). The commands of Stand at Ease, At Ease or Rest may be commanded from this position.
2. **STAND AT EASE:** The command for this movement is, Stand At, EASE.
- a). On the command of execution, **EASE**, execute a parade rest, but turn the head and eyes directly toward the commander.
 - b). At Ease or Rest may be commanded from this position.
3. **AT EASE:** The command for this movement is, AT EASE.
- a). On the combined command, **AT EASE**, you may move; however, you must remain standing and silent with the right foot in place.
 - b). Rest may be commanded from this position.
4. **REST:** The command for this movement is, **REST**.
- a). On the combined command, **REST**, you may move, talk or drink, unless otherwise specified, and the right foot must remain in place.
 - b). At Ease may be commanded from this position.

D. **FACING AT THE HALT:** Facing movements are commands given to turn a formation or element of a formation, and can only be given from the position of attention.

1. **LEFT (RIGHT) FACE:** Facing to the flank is a silent two (2) count movement.
 - a). The command is Left (Right), **FACE**. On the command of execution, **FACE**, slightly raise the right heel and left toe, and turn ninety (90) degrees to the left on the left heel, assisted by a slight pressure on the ball of the right foot.

- b). Keep the right leg straight without stiffness. On the second count, place the right foot beside the left foot, resuming the position of attention. Hold the arms at attention while executing this movement.
 - c). To execute a right face, simply do the reverse, by using the right foot as the lead foot.
- 2. **ABOUT FACE:** Facing to the rear is a silent two (2) count movement.
 - a). The command is About, FACE. On the command of execution, FACE, move the toe of the RIGHT FOOT to a position touching the ground approximately one-half ($\frac{1}{2}$) the length of the foot to the rear and slightly to the left of the left heel.
 - b). Rest most of the weight on the heel of the left foot, and allow the right knee to bend naturally. On the second count, turn to the right one hundred and eighty (180) degrees on the left heel and ball of the right foot, resuming the position of attention. Hold the arms at attention while executing this movement.
- E. **DIRECTION OF A COLUMN AT THE HALT:** When a column is directed to move, the assumption of the actual formation to move is the squad, or squads, as directed.
 - 1. From the halt position, the command to place the squad, or squads, in motion and simultaneously change the direction of their movement is as follows:
 - a). Column Right (Left) (90-degree turn), MARCH.
 - b). Column Half Right (Left) (45-degree turn), MARCH.
 - 2. Column right (left). On the command of execution, MARCH, the squad leader takes one step forward with the foot of the direction given to move in (right/left) pivots and steps out in the direction ordered.
 - 3. Column half right/left: Same procedure is followed as described above, only the direction is a forty-five (45) degree angle.
 - a). In either of the above movements, the remaining members of the squad, or squads, march forward and pivot to the right/left on the ball of the lead foot and step off in the new direction with the trailing foot.

- b). As each squad member approaches the turning point, they shorten or lengthen their pivot step as necessary so as to turn (pivot) at the approximate same point as the squad leader.

STEPS AND MARCHING

- A. **GENERAL:** All marching movements are executed while marching at the position of attention. Marching at attention is the combination of the position of attention and the procedures of the prescribed step, normally thirty-inch step, executed simultaneously.

When executed from the halt position, all steps begin with the left foot, except About FACE.

- B. **MARCHING MOVEMENTS:** All marching movements are executed in the cadence of quick time, except the thirty (30) inch step, which may be executed in the cadence of one hundred eighty (180) steps per minute on the command Double Time, MARCH.

- C. **THIRTY (30) INCH STEP:** To march with a 30-inch step from halt, the command is Forward, MARCH. The 30-inch step is the normal step for all marching movements, including double time.

- 1. On the preparatory command Forward, shift the weight to the right leg without noticeable movement. On the command of execution, MARCH, step forward with the left foot and continue marching with 30-inch steps, keeping the head and eyes fixed to the front.
- 2. Without exaggeration, allow the arms to swing in a natural motion, without bending the elbows, approximately six (6) inches straightforward and three (3) inches straight to the rear of the trousers' seams. Keep the fingers curled as in the position of attention so the fingers just clear the trousers.

- D. **HALT WHILE MARCHING:** To halt while marching the command of Class, Platoon, Squad or Academy; HALT, is given as either foot strikes the ground.

- 1. This movement is executed in two (2) silent counts. On the command of execution, HALT, take one more step and then bring the trailing foot alongside the leading foot, stopping at the position of attention.

- a). The position of attention is maintained until further commands are given.
- E. **CHANGE STEP:** To change step while marching, the command Change Step, MARCH, is given as the right foot strikes the ground.
- 1. On the command of execution, MARCH, take one more step with the left foot, then in one count, place the right toe near the heel of the left foot (shuffle) and step off again with the left foot.
 - 2. This movement is automatically executed when an individual finds themselves out-of-step with the other members of the formation.
- F. **SHORT DISTANCE MARCHING MOVEMENTS:** The commander may designate the number of steps forward, backward, or sideways by giving he appropriate command, e.g., one step to the right (left), MARCH, or, two steps backward (forward), MARCH.
- 1. On the command of execution, MARCH, step off with the appropriate step, and halt automatically after completing the number designated.
- G. **MARCHING IN PLACE:** Marching in place can be executed while the formation is moving or from the halt position.
- 1. While marching with either the, 30-inch step, or the 15-inch step, the command to march in place is, Mark Time, MARCH, take one more step, then bring the trailing foot alongside the leading foot marching in place.
 - a). While marching in place raise each foot alternately two (2) inches off the ground, allowing your arms to swing naturally. Proper intervals and distances are maintained.
 - 2. To resume marching with the 30-inch step, the command, Forward, MARCH, is given as either foot strikes the ground. On the command of execution, MARCH, take one more step in place, then step off with the 30-inch step.
 - 3. To resume marching with the 15-inch step, the command, Half Step, MARCH, is given as either foot strikes the ground. Follow the same procedures of execution as for the 30-inch step.
 - 4. To march in place from the halt position, the command of Mark Time, MARCH, is given. On the command of execution, MARCH, start mark time with the left foot, raising each foot in cadence, two (2) inches off the

ground, maintaining proper interval distance, swinging the arms as if marching.

5. The halt from mark time is executed in the same manner as the halt from the 30-inch or 15-inch step.

H. **MARCHING THE FORMATION:** The squad leader of the first squad serves as the guide when marching inline and the fourth squad leader serves as the guide when marching in column.

1. When marching in line the members of each squad glances out of the corner of their eye to maintain alignment on their squad leaders.
2. When marching in column the members of the first, second and third squads maintain alignment on the person in the right file (fourth squad).

I. **CHANGING DIRECTION WHILE MARCHING:** To change directions while marching, the preparatory command is given as the foot of the desired direction strikes the ground, the command of execution is given the next time the same foot strikes the ground.

1. There are three basic commands for changing directions while the formation is marching, they are:
 - a). Column Right (Left) (90-degree turn) MARCH.
 - b). Column Half Right (Left) (45-degree turn) MARCH.
 - c). Rear, MARCH (180-degree turn in opposite direction).
2. Column Movements: On the command of execution, MARCH, the base squad leader (squad leader on the side the turn is to be executed) takes one more 30-inch step and pivots in the direction ordered, then takes up the half step.
 - a). The half step is maintained until all the squad leaders come abreast.
 - b). When all squad leaders are abreast, they step off with a 30-inch step, without command.
 - c). Remaining members of the formation continue to march forward and execute their turn at the pivot points of their squad leaders.
3. Half Column Movements: On the command of execution, MARCH, the formation executes the movement in the same manner as a 90-degree (Column) movement, except the base squad leader, as well as the other squad leaders executes a 45-degree turn.

4. **Opposite Direction Movement:** The preparatory command, Rear, is given as the right foot strikes the ground. The command of execution, MARCH, is given the next time the right foot strikes the ground.
 - a). On the command of execution, all members of the formation take one more 30-inch step with their left foot, pivot on the balls of both feet, turning one-hundred eighty (180) degrees to their right and step off in the new direction.
 - b). The arms do not swing outward while turning.

INSPECTIONS

- A. **FORMATIONS:** There are different types of formations for different types of inspections. The Academy will use the line (Squads & Platoons) formation for all inspections.
 1. The formation shall be at double arms interval, dressed and covered, prior to the inspecting officer, or a member of the Tactical staff approaches the formation.

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